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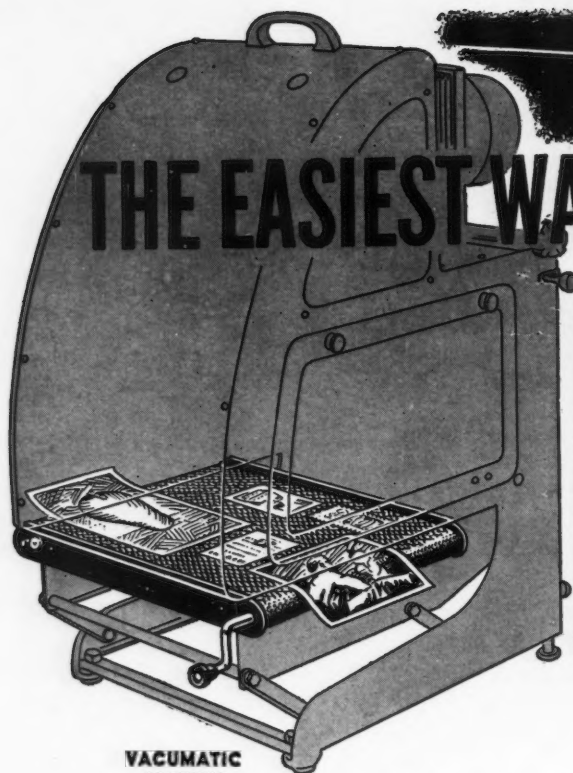
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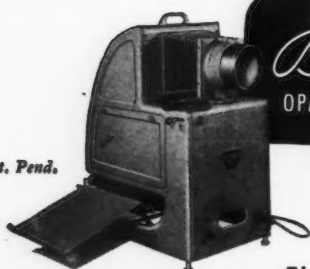
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The CATHOLIC SCHOOL JOURNAL

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No. 5

HUMAN RIGHTS AND EDUCATION

Edward A. Fitzpatrick*

I

HUMAN rights are words to conjure with. It is a term heard everywhere. It has too often the magic of unthinking acceptance and wide circulation. It has become a shibboleth, a kind of password among some of the vocal and articulate persons in public discussion, which somehow sheds a beneficence over everything else they say. It is used to sharpen tensions as well as to point the way to better human relations. In the contemporary discussion it is chameleon in character serving the evil purposes of many who, pharisaically enough, invoke it in destroying human rights; and at times, to the accompaniment of noisy tom-toms, it becomes a kind of political incantation.

The Constitution of the U.S.S.R.

To take only one example: The Constitution of the United Soviet Socialist Republics promises to its people many rights, including a right to rest and leisure. It guarantees in Article 125 the rights of free speech, of a free press, "freedom of assembly, including the holding of mass meetings, and freedom of street processions and demonstrations," and then the remarkable provision is added:

These civil rights are ensured by placing at the disposal of the working people and their organizations printing presses, stocks of paper, public buildings, the streets, communication facilities, and other material requisites for the exercise of these rights.

One did not know that the Paradisal Highway to Siberia was so broad. Nor will we fail to find similar chameleon double talk in our own country in respectable educational association. The real repository of human rights is not the Constitution of the State but the daily life of the people.

II

Human Rights in the Declaration of Independence

An American discussion will naturally start from the statement of the Declaration of Independence and we should never tire of repeating the memorable phrases of the Declaration:

We declare these truths to be self-evident that all men are

created equal, that they are endowed by their Creator with certain inalienable rights, that among these are *life, liberty, and the pursuit of happiness*, that to secure these rights governments are instituted among men deriving their just powers from the consent of the governed.

Nor should we overlook the right declared immediately after this:

Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government laying its foundation on such principle and organizing its powers in such form as to them shall most likely effect their safety and happiness.

The Constitution of the United States was submitted to the people for ratification without a Bill of Rights. The argument that the document was an over-all protection was not acceptable, hence the insistence in many states for a specific statement of rights, which constitute the Bill of Rights of the first ten amendments.

The French Declaration of Human Rights

During the French Revolution the words of our Declaration resounded and were studied. The French, too, wanted to formulate the Rights of Man, so in the early 1790's there were two formulations by the National Assembly and one by Robespierre, that are similar on some points in our own Declaration. In 1791 the National Assembly made a Declaration of Rights of Man and Citizen:

considering that ignorance, forgetfulness, or contempt of the rights of man are the sole causes of the public miseries and of the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man, in order that this declaration, being ever present to all the members of the social body, may unceasingly remind them of their rights and their duties. (*Great Expressions of Human Rights*, R. M. MacIver, p. 255).

The first two declarations made as all of them were, as the document states, "in the presence and under the auspices of the Supreme Being" are:

1. Men are born and remain free and equal in rights. Social distinctions can be based only upon public utility.

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2. The aim of every political association is the preservation of the natural and imprescriptible (note the word) rights of man. These rights are *liberty, property, security, and resistance to oppression* (p. 255).

In the Constitution of 1793 this is repeated. We shall add here an interesting definition of liberty:

Liberty is the power that belongs to man to do whatever is not injurious to the rights of others; it has nature for its principle, justice for its rule, law for its defense; its moral limit is in this maxim: Do not do to another that which you do not wish should be done to you (p. 263).

The Nature of Human Rights

As stated in our own Declaration these rights are part of the very nature of man—they are his nature, stamped as it were in his mind and heart and conscience. They are not man-made, nor conferred by governments but from the Great Lawgiver, the Maker of the Universe and all that is in it, the Creator of Man; God Himself. This is the meaning of the Declaration that these human rights are endowed by the Creator. The French very properly call them sacred.

Eternal Vigilance Needed

The French definition of these rights as imprescriptible as well as inalienable gives special emphasis to another idea that these rights are "independent of law or custom" and cannot be "justly taken away." This is in addition to the fact that the individual cannot give up these rights. And they cannot be surrendered or lost so as to deny them to posterity. But governments which are so often made the guarantors and protectors of these natural, sacred, imprescriptible, and inalienable rights of Man are often the instrument of their restriction, their denial, even their destruction. Eternal vigilance is always the price of liberty.

One of the things we ought to be on our guard against is a confusion of these broad human rights—inherent, imprescriptible, inalienable—belonging to man because of his existence, his dignity, his place in the Creation, whatever sanction confirms them; and political and civil, and even social and economic rights which grow out of the particular human conventions, social contracts, constitutions which give form to a political or economic society. The former are rights which are inviolable by absolute monarch, fuehrer, or other dictator or democratic majority. The latter are matters of agreements among men—deriving their just powers from the consent of the governed.

III

Definition of Rights and Duties

Unfortunately the whole discussion is a strange confusion of rights and obligations, without any clear distinction between rights and correlative obligations, nor is there any clear conception of duty or duties. A right, as Cahill says, is defined as a

moral power which a person has and which other persons are bound to respect, to do something to retain something, or exact something from another.

A duty is

a moral obligation of doing or not doing something.

Surely there should be no confusion as to rights and duties, but there is, and a good deal of the contemporary moral topsy-turviness and the spiritual chaos is due to that confusion.

Education as Right and Duty

Education is not in the area of rights, it is in the area of duty. It is in the area of free will which man may or may not do to achieve his purpose, ultimate and mundane. It is in the area of compulsion which the State says the individual must have in the interest of the common welfare; and beyond it an area of social opportunities. There is a minimum, too, of knowledge which the Church says is necessary for salvation. Education is in the area of parental obligation and decision both in the natural law, in the civil law, and in the canon law to determine what education the child shall receive and what use will be made of the social opportunities, including those of the Church and State, to help the child secure an education. There is an education that is regimentation and indoctrination, but the only genuine education is self-education utilizing self-activity by means of self-direction for the supreme end of life in heaven and of life on the earth.

U. S. Senate Should Reject Covenant of Human Rights

May I digress to say that declarations or covenants of human rights should always remain as statements of aspiration and not presented as treaties. While the proposed Covenant to be considered by the United States Senate does not include all the universal Declaration of Rights, omitting the social and economic, it should nevertheless be rejected by the Senate even if it be, in large part, a statement of rights that are protected in the United States now. This is not the method of making laws or constitutional changes for the American people. If there is any possibility of its passage a rider such as this should be attached:

No provision of this agreement (not a treaty) shall in any way affect or change the laws of the United States or of any state or the Constitution of the United States or of any state unless each specific proposal has followed the regular procedure for making laws or amending the Constitution of the United States or of the states. Such declaration shall have no force or effect in any court of law or equity in the United States in any suit whatever.

IV

The Foundation of Human Rights

But many people even in our own nation do not accept the religious and metaphysical basis and sanction of human rights and we know that the belief in the natural law has fluctuated during the centuries. In the history of man's struggle for liberty we have a common basis of agreement. Those who do not accept the religious sanction must substitute a sanction of social expediency—a not too secure basis, or it becomes as in Russia, a right conferred by the State, not proclaimed or declared by the people, and consequently as insecure and fluctuating as governments themselves—with its not infrequent usurping executive, subservient legislature, and spineless judiciary. This while the human rights may be defined in the same language their foundation may be as in one case, the rock, and in the other case, sand. Though the protection of such rights in Constitutions of States as well is a little more secure than statutory provisions they may be denied or destroyed and are not inalienable, imprescriptible, or sacred. But they will be determined for individuals in a particular social order, however, by some combination of the constitution, the laws, the police powers and equity as interpreted by judicial opinion.

¹Inspired by the approval of the 22nd Amendment to the Constitution of the United States another amendment should be formulated embodying the substance of this statement. It should also delete in Article VI of the Constitution of the United States the phrase, "and all treaties made, or which shall be made, under the authority of the United States."

Human Rights and the Nature of Man

Closely related to these rights will be the process of making them real, the process of not merely having them, but enjoying them. Consequently education, not public education, not private education, but education of the individual, helping him to realize the source, sanction, and content of these rights is essential if these rights are to be enjoyed. In other words, the opportunity and the means for the development of the whole man—physical, intellectual, moral, and spiritual—for a fullness and abundance of life worthy of his higher potentialities, the individual there must have education. But education is not a right; it is useful, if the right kind, to enable man to save these rights and to achieve their purpose in helping man achieve his humanity.

V

Education as a Right (U.S.S.R.)

Education as a right is discussed in the Constitution of the Union of Soviet Socialist Republics; in chapter ten we read:

Citizens of the U.S.S.R. have the right to education.

This right is ensured by universal, compulsory elementary education; by education, including higher education, being free of charge by the system of state stipends for the overwhelming majority of students in the universities and colleges; by instruction in schools being conducted in the native language, and by the organization in the factories, state farms, machine and tractor stations and collective farms of free vocational, technical, and agronomic training for the working people (Article 121, Constitution of the Union of Soviet Socialist Republics, p. 103).

Education in Universal Declaration of Human Rights

A somewhat similar statement on the relation of education and human rights is contained in the Universal Declaration of Human Rights of the United Nations. In Article 26, we read:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

A Catholic Declaration of Human Rights

The NCWC submitted a draft of a Declaration of Human Rights to the Human Rights Commission of the United Nations. These included many rights. Those relating to education included among the Rights of Human Persons:

The right to religious formation through education and association.

The right to education suitable for the maintenance and development of man's dignity as a human person.

Under the Rights of the Family was,

The right to educate the children.

And under the Domestic Rights of States,

The right to require that its people receive an education suitable for citizenship.

The rights listed above are in no sense human rights in the basic sense, nor are they rights that can be made *secure* by government except the parental right stated. Besides this confusion as to the meaning of the word rights, the so-called rights themselves are too vague—unenforceable in law or binding on others because of this vagueness. The rights of parents (rather than of the family) should have been more broadly stated in view of the incompetence, unwillingness, impracticability of parents to carry on the actual education of their children, or their readiness to delegate it.

VI

Learning About Human Rights

Educational facilities at every level within the capacity of the student must provide opportunity to learn the truths about human rights.

The widest diffusion of the knowledge of the existence of such rights, a fuller meaning of them than the repetition of the phrases of the Declaration should be a part of all education in the United States whether publicly or privately supported.

The Character of the Government

A clear inference from this point is that we must teach the essential character of government rather than the numerous inert facts about it so often taught in schools. The basic truths we should teach about government will be indicated shortly. We must emphasize it as a means, not an end in itself. The social aims of the preamble to the Constitution must be emphasized. They are the direct objectives of our political life and they are phases of man's effort to achieve the conditions of the fulfillment and enrichment of man's nature and his destiny. This is the purpose of all social machinery including government, and of all social structures as well.

We do not need to go abroad to see government become a Frankenstein. We have only to look at our own country in the past quarter of a century. And if we see, or want to see, how easy it is done we should note in World War II the nonchalance with which the Congress of the United States voted extraordinary war powers to the President. This was practically an abdication of legislative power. We have not learned certain basic lessons of political life:

1. Government exists for the welfare of the governed.
2. A government of laws rather than a government of men.
3. A really independent judiciary (no packed Supreme Courts) with a high sense of their function as protectors of individual rights.
4. The greater safeguards are in decentralization rather than in centralization, with control of power kept near the point where it is exercised.
5. Greater emphasis on legislatures rather than executive branch of the government which on the national level would make Teherans, Yaltas, and Potsdams impossible without legislative approval.
6. Maintenance of greater independence and sharper separation of governmental powers, executive, judicial, and legislative.
7. Public administration devoted exclusively to a faithful execution of the laws.
8. That governmental power is in its nature, limited—not totalitarian—not despotic—not tyrannical.
9. The revolutionary right when government becomes destructive of its proper ends, to alter or abolish it and institute a new government laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.
10. Public officials are public servants.

This statement emphasizes the importance of the eternal vigilance needed if human rights are not only to be possessed but to be enjoyed and it points to our first relation of human rights to education. They are a continual challenge and opportunity to education.

If a Right — What Kind of Education?

The grave problem that exists where education is declared to be a right is what education? In the United States as defined by the U. S. Supreme Court, basing its decision on the natural law, this education is not necessarily an education taught by public teachers, an education which standardizes the children. The high duty of defining this education is in those who nurture the child and direct his destiny. The language of the Oregon decision is as follows:

As often heretofore pointed out, rights guaranteed by the Constitution may not be abridged by legislation which has no reasonable relation to some purpose within the competency of the state. The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.

The Kind of Education Implied in Human Rights

Education itself is not a right. It cannot be conferred, nor can it be taken away from an individual, nor can it be claimed. All that society or government can do is to provide the opportunities for education, create what Lester Ward called an educational environment. Then the spirit listing where it will may get an education. There is in the old meaning of the word a "mystery" of education. Different people in the same situation react in widely different ways. For some a situation may be a matter of indifference, for others it may catalysimically affect their whole life by giving it new direction. Regimentation and uniformity are no parts of effective education. Education for totalitarian regimes, even if some were beneficent would be an evil; only in the freedom of the human spirit can there be real education. Therefore in our schools if education recognizing the existence of human rights will conform to certain conditions

1. It will emphasize learning instead of teaching.
2. It will provide the opportunity for self-activity, self-direction, and self-control.
3. It will provide for diversity of talent, interest, and experience.
4. It will recognize a moral order of the universe of which the school is a part.
5. In Catholic schools it will recognize God, the giver of human rights, Creator, Father and the Providence of God. In other schools they will give expression to the faith that is in them regarding the Universe.
6. It will recognize the dignity of each person without any adjective and make available all educational facilities to each person according to his capacity, his preparation, and training.

Human Rights and a Liberal Education

In the conception of human rights of man, independent of government — inherent, inalienable, imprescriptible, and sacred — we have a basis for a liberal education which has only been rarely averted to, if at all. It is this dignity of man, maker of governments and of school systems, that a liberal education takes account

of as its central object and to the fulfillment of whose purposes it is principally concerned. It is the human being achieving his humanity in the community with other human beings by self-mastery, self-direction, and self-control that makes education liberal. This is anterior and superior to all his vocations and activities in which he participates in the community. Even these are judged by the degrees to which they enrich human personality by this self-activity.

VII

Political and Civil Rights

There are certain other rights — called political and civil rights — which grow out of the nature of our society and government, both man-made. They are reinforcements of the basic human rights and grow out of a recognition of the dignity of man. They differ in their scope and their protection in different societies and basing their just powers on the consent of the governed. In our contemporary education three issues are closely related to these political and civic rights. They relate to so-called student rights, to discrimination, and to academic freedom.

The School and Social Responsibility

One of the most significant characteristics of education, particularly in colleges, is a new self-consciousness on the parts of students, a new assertion of their rights or what they conceive to be their rights, and a desire to participate in administration, helping to decide the condition of their educational destiny.

There is increasing recognition on the part of education administrators and of teachers of the central place of students in the educational process, and a consequent new emphasis on learning in place of the old emphasis on teaching.

Students on the college level have proposed a student bill of rights. Intrinsically this is a good thing, but instead of being merely imitative of the great documents of political liberty and repeating loudly the weasel words of contemporary discussion they should study the purposes of the institution of which they are a part, and relate these rights to the purposes of the organization. Some will be intrinsic, others will be granted as experience shows the students ready for them. I have elsewhere given my conception of a Student Bill of Rights so will not say more at this time.

Discrimination in Schools

I fear a good deal of the discussion of discrimination in education was evilly inspired and was designed to promote tension rather than to alleviate it. There is no justification for discrimination against human beings on any of the grounds so prevalent in our society. The remedy must come as an educative process rather than by social mandate or legislative act. We must learn to live together by living together — as the thoughts of men are widened with the processes of the sun. We know, however, that the "Inevitable Progress" of nineteenth-century social science was self-deception. A secure progress will be secured only by positive teaching based on the great doctrines of religion, the Fatherhood of God, the Communion of Saints, and the Mystical Body of Christ, as living faith in the actual social community.

Academic Freedom

The other problem is academic freedom. A full discussion would take us too far afield so we state the problem briefly. Academic

freedom is as essential in the school as freedom of speech and press is in the general social life. It is interesting to note in the French statements on this subject that the right is stated with the limitation subject to responsibility for the abuse of this freedom:

The free communication of ideas and opinions is one of the most precious of the rights of man; every citizen then can freely speak, write, and print, subject to responsibility for the abuse of this freedom in the cases determined by law (p. 256).

In university research it is of the essence. In teaching it is weighted with certain responsibilities to the student, the responsibility of conforming to the standards of scholarship and to avoid merely idiosyncratic teaching taking advantage of the immaturity of the student. The ideal, particularly in the research area, was stated in the famous 1910 statement of Wisconsin which was made to encourage that continual and fearless sifting and winnowing by which alone the truth can be found.

The Teacher and Academic Freedom

And dealing with a current problem the President of the Massachusetts Institute of Technology has put the case well regarding a fact often overlooked—the factor of competent teachers:

The Institute also wishes to make it clear that it believes that the teacher, as a teacher, must be free of doctrinaire control originating outside of his own mind. He must be free to be critical and objective in his own way, and above all he must work in the clear daylight without hidden allegiances or obligations which require him to distort his research or teaching in accord with dictates from without. If a teacher were found to be subject to improper outside control in his teaching, the Institute would regard him as incompetent (p. 4, *Primer of Intellectual Freedom*, Howard Mumford Jones).

And the statement regarding teaching is thus put by the Pope:

A Norm of a Just Freedom

This norm of a just freedom in things scientific, serves also as an inviolable norm of a just freedom in things didactic, or for

rightly understood *liberty in teaching*; it should be observed therefore in whatever instruction is imparted to others. Its obligation is all the more binding in justice when there is question of instructing youth. For in this work the teacher, whether public or private, has no absolute right of his own, but only such as has been communicated to him by others. Besides every Christian child or youth has a strict right to instruction in harmony with the teaching of the Church, the pillar and ground of truth. And whoever disturbs the pupil's faith in any way, does him grave wrong, inasmuch as he abuses the trust which children place in their teachers, and takes unfair advantage of their inexperience and of their natural craving for unrestrained liberty, at once illusory and false (*Readings in the Philosophy of Education*, p. 427).

Conflicts of Science and Religion

And a word must be said about the conflict between science and religion in this connection. Following the summary fashion we are using, we quote Cardinal Newman's solution:

(The Catholic) is sure, and nothing shall make him doubt, that if anything seems to be proved by astronomer, or geologist, or chronologist, or antiquarian, or ethnologist, in contradiction to the dogmas of faith, that point will eventually turn out, first, *not* to be proved, or secondly, not *contradictory*, or thirdly, not contradictory to any thing *really* revealed, but to something which has been confused with revelation (*Idea of a University*, pp. 466-467).

VIII

Epilogue

There is, in short, vital meaning for education in human rights, but it is not found in the ballyhoo for human rights lumped with democracy, peace, justice, and every worthy abstract noun. It is more than a catch phrase but it requires thought and reflection. Its real meaning goes deep to the very nature of men and to a destiny worthy of his origin; and it has rich suggestion. It is the man with human rights, inalienable, imprescriptible, sacred, as well as rights growing out of the social order, that through self-activity and self-direction will be revealed to himself in education fulfilling the potential dynamism of his nature in full measure—to the measure of the fullness of the stature of Christ.

PLEASE STAND BY!

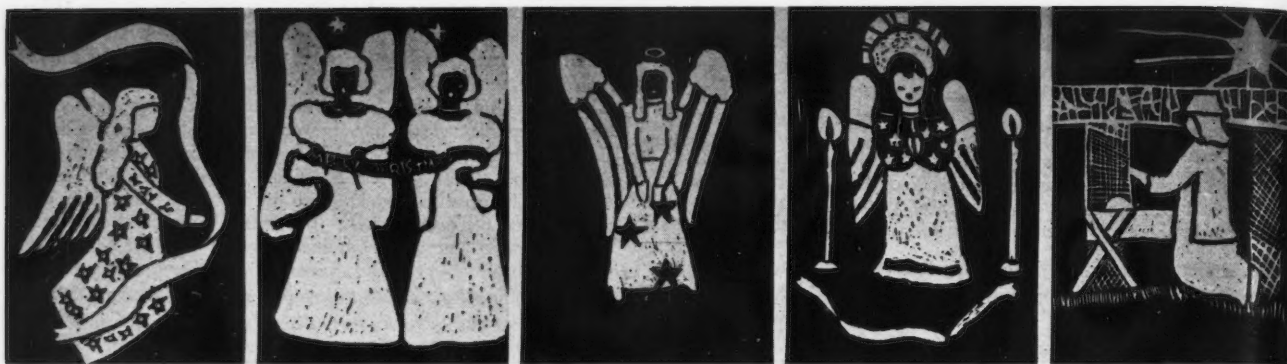
High School Teachers! High School Teachers!
Will you pause . . . and not repine?
Will you give a passing moment
To this little rhyme of mine?
With your planning, planning, planning,
And your cramming, cramming, cramming,
Will you ever take a breath?
Are you courting early Death?

Yes, you love your lifework, Teachers,
Your sublime and high vocation,
But your frame will not sustain you,
If you try to build a nation!
With your planning, planning, planning,
And your cramming, cramming, cramming,
Put the brakes on, now and then!
Scathingly you ask me, "When?"

Praise to you, brave High School Teachers,
For your energetic will
Which commands your weary body
Every duty to fulfill.
With your planning, planning, planning,
And your cramming, cramming, cramming,
How do you accomplish all?
For you answer every call!

Noble is your task, dear Teachers,
Numerous the boys and girls
Whom you counsel to distinguish
Cheating baubles bright from pearls.
Keep on planning, planning, planning,
Keep on cramming, cramming, cramming,
'Tis your work of every day,
'Tis perhaps the wisest way!

— A Sister of Holy Cross
Manchester, N. H.



Linoleum block prints made in Ft. Wayne Art School and Museum, Ft. Wayne, Ind.

Festivals of the Church Inspire Creative Art

Emmy Zweybruck

ART and religion have been closely related for many centuries; in fact the Catholic Church was responsible in early times for the giving of commissions to artists to create wonderful ecclesiastical interpretations which transmitted a very strong and high spiritual message. In this way, the message of religion was made visual to the layman.

Art for Children

Today we look for fine religious art not only in cathedrals and museums but also in applied art which includes every part of life. The motifs in their contemporary interpretation stem from the symbols of the Catholic Church which hold deep meanings. The festivals of the year are very important; and from them the art motifs have been created, based on the sacred idea of the particular holiday. Each artist attempts, through the medium he chooses, to depict these holydays in his own particular way.

Children are never better disposed to represent the festivals in pictures or allegoric figures than on, or immediately after, such festive occasions. Just imagine this scene: A little girl is walking in a procession through streets decorated with green birch branches and strewn with grass and flowers. She wears a white frock and a wreath in her curled hair. In her hands she carries a beautiful cushion with the image or a statue of the Infant Jesus, while her playmates, dressed in their best finery, walk by her side holding the fluttering ends of silk ribbons or small baskets

full of blossoms. The scent of incense fills the air, banners wave, bells are ringing. Is it not natural that such a child, filled



Madonna and Child painted on glass with silver foils, by Emmy Zweybruck.

with the wonderful impressions of Corpus Christi Day, would be able to represent them in a most striking, vivid fashion?

Festive Art

From the influences of these occasions, two things usually result. First, the drawing and painting of pictures which render the scenes witnessed and express the enthusiasm of the young hearts; and

second, the creating of objects which symbolize the respective holiday, such as lambs, rabbits, and gaily colored eggs for Easter; wrapping papers, greeting cards, mangers for Christmas Eve; beautifully decorated tarts for birthdays; fancy costumes for the carnival, and white banners for the Corpus Christi procession.

Art Through the Year

The beginning of the year is marked by New Year's Day and Twelfth Night. New Year's Day may be considered as the birthday or starting point of a new period of life, so to speak, and solemnized with many little presents which the children have fabricated and set out on the beautifully dressed table. On Twelfth Night, three children dressed as the holy Magi may walk from door to door singing or reciting poems reminiscent of that first visit to the Infant Jesus by the holy men. As they offered their gifts to the Child, the children now receive small gifts in return for their visits. Any child finds pleasure in dreaming up a lovely Oriental regal costume and later in painting or modeling the figures and incidents involved in the customs of this festive day.

The symbols of Easter are the Easter lamb with a gay flag and stained eggs, such as we find to this day in many Austrian farms and as our children paint every year with the most brilliant colors.

In the fall comes the season of harvest and thanksgiving. In this spirit, the children make honey cakes and cut and saw abouts, and stalls.



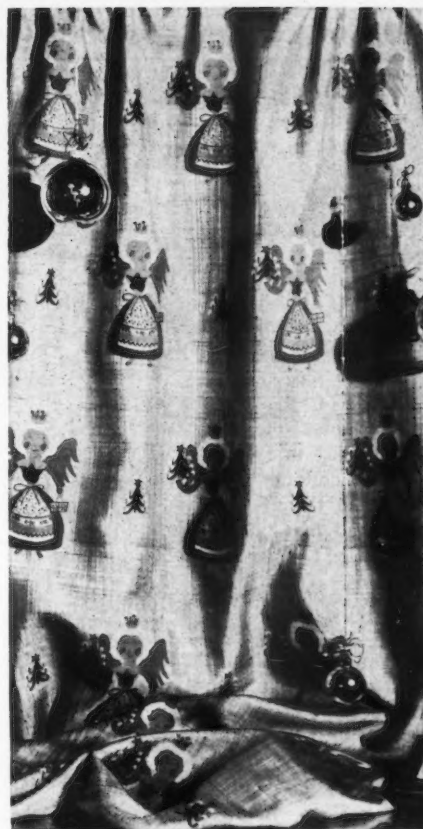
Portion of Christmas display at the Prang Textile Studio. Angel designed by Kathalie Schaad, 8½ years old.

It hangs in the middle of the room; and each Sunday we light another candle. In the mountains the so-called Advent pyramids are still in use. They consist of a three-storied wooden structure, festooned with fir garlands. The first story contains the figures of herdsmen and peasants crowding to the manger, the second story adoring herdsmen and angels, the third and topmost story the Holy Family. The whole structure spins round and round, playing religious music.

At last Christmas Eve arrives. There are again many things to do. Children draw and paint or stencil wrapping paper and greeting cards, cut and saw figures for the creche and make ornaments for the Christmas tree — for is it not the most beautiful of all festivals, the happy season of love and forgiveness?

Modern Art Materials

Today, for each of these festivals, our children have countless mediums with which to express their inner feelings: water colors, tempera colors, crayons, and carving materials as well as more recently developed stencil and silk-screen techniques and Dek-All painting. Stenciling is always a great joy for children as well as grown-ups because the Christmas message can be illustrated in gay and rich hues. Stenciling enables one to make numerous gifts and cards of the same design; whereas the silk screen technique enables the user to make a substantial quantity. Carved lucite, wooden figures, and all types of hard surfaces can be gaily decorated with bright colors by using Prang Dek-All, which is a new medium created especially for this purpose. The joy of making gifts and cards by hand is twofold: the giver feels an inner sense of happiness and accomplishment and



Yard material with Christmas Angels and flowers designed by Emmy Zweybruck

the person who receives it is delighted and pleased with this expression of an art idea.

Thus, festivals with their picturesque emblems and cheerful impressions offer an inexhaustible source for artistic expression; and never are children more happy, diligent, and skillful and the work of the teacher more pleasant and successful than on the eve of a holiday.



Table mat silk screened with textile colors for Easter. Mexican design by Bernice Zumwaldt.

A Classroom Experiment in Motion Pictures

WEAR YOUR MAGIC GLASSES!

*Sister M. Angelica, S.C.**

I TALKED it over with Sister Fides, a Divine Providence Sister teaching in Holy Trinity School a few blocks away, where some of the children from our Negro mission attended. "If we could just get the children to put in practice what we teach them," I said. "They don't see the hand of God in things that happen. They don't know how to bring the test of faith to their daily life. And it's hard to help them. Take the ball game last Saturday, for example. I told them that God must have thought it best for them to lose and they must try to think so too, therefore. They had been winning right along and perhaps they were getting proud and self-complacent. . . . But I wish they would see these things for themselves."

"Of course we have to make it concrete," I went on. "I have often thought of comparing faith to a pair of magic glasses which transform everything we see. . . ."

We decided to try it. I had been taking movies of our work, and so the motion picture suggested itself to me as a vehicle. Also I had some money given to me for experimentation. "If you will work the idea out in your classroom, Sister," I said, "I'll take care of the shooting of the pictures."

The Symbols

Sister's fourth grade had been studying baptism. She had been trying to impress upon the children the beauty of their baptismal robes and the care needed to keep them spotless. Couldn't we use this idea, she wondered. We decided to combine the two. Magic glasses and the baptismal robe — these symbols would work together beautifully as cause and effect; and both were related to the sacrament of baptism. For it is in baptism that we are given the magic glasses of faith —

"What do you ask of the Church of God?"

"Faith."

— and it is in baptism also that we receive sanctifying grace, the wedding garment or baptismal robe that we are to preserve

unstained unto life everlasting —

"What will faith bring you to?"

"Life everlasting."

By using his magic glasses daily, by putting his faith into practice, thus only would the child of God keep his baptismal robe clean.

But cleanliness, the mere avoidance of sin (spiritual filth) was not enough, we realized, as a motive for acting. It was too low. It was negative. And there was little love in it. One must have higher motives to reach even this result — the avoidance of sin. As Browning says,

"A man's reach must exceed his grasp

Or what's a heaven for?"

The baptismal robe must not only be kept clean, it must be adorned with virtues. And so, the child should use his magic glasses not only to detect sin and its occasions but especially to detect God's will in all that happens. And every time he unites his will with the will of God in his conduct, he adorns his robe with another jewel of virtue.

We were pleased that our plan for the scenario placed the emphasis on the theological virtues rather than on the moral virtues. Surely this is as it should be. For if one sincerely tries to live by faith (and "the just man lives by faith," St. Paul says) he will not dissipate his energies in a number of directions but concentrate them in one direction and that the most direct. And in his very efforts to live by faith, to see and do God's holy will, he will be confronted with all manner of opportunities to practice patience, humility, kindness; and if he is motivated by faith in practicing these moral virtues, then he is sure that they are elevated to the supernatural plane; otherwise, if he aims merely at the moral virtues, there is danger of their being sought as ends in themselves, and therefore of their being merely natural virtues, the "milk of human kindness," for example, instead of supernatural charity.

The magic glasses, then, were to keep the faith motive before the child, while the baptismal robe to be kept unspotted

and adorned for life everlasting would keep the goal before him. I recall that as a child, I had no conception of any such progress toward a goal. I thought that we went to Mass and the sacraments and said our prayers every day just as we washed the dishes and swept the floor and dusted the furniture day after day. It didn't add up to anything. All these practices appeared to be ends in themselves, not means to an end. They were simply formal religious exercises, isolated from the rest of life.

And as for the negative side, only mortal sin was to be avoided, I thought, since only the knife of mortal sin could cut me off the Mystical Tree on which I had been grafted in baptism. I had no notion that we were to bear fruit, not understanding that it was for its barrenness, not for bearing evil fruit (sin), that our Lord had cursed the fig tree and commended that such barren trees should be "cut down and cast into the fire."

Such, then, were the principles that Sister and I had in mind in planning our movie. We believed in them sufficiently to go to a great deal of trouble and expense.

Taking the Movie

I bought five 50-foot films in black and white, costing 25 dollars (development included of course in this price). The movie camera I borrowed from a friend — a sixteen millimeter. (Some cameras take a film of 100 feet, but regardless of size, reloading is easy and the films can be spliced and combined on a larger wheel after they are processed. Be sure to keep all the leaders for threading the projector — the longer the better.)

I used our two photo floods; the classroom was well lighted from the ceiling. All the indoor scenes of home and school life were set in the classroom; there were a few outdoor scenes in the schoolyard and on the church steps coming in between. Providentially, the photographers happened to be in the school on that particular day for individual pictures, and

*Resurrection Convent, Brookline, Pittsburgh, Pa.

they kindly agreed to stay and help us, lending us their tripod and lights.

It really looked like a professional set-up. Sister Fides was the stage manager and property man, I the director, while the photographers did the grinding of the camera and rotated the lights.

The chief scene of action was the teacher's platform. Few properties were used. Screens shut off irrelevant classroom equipment. Behind and above the angels, grouped in the far front corner of the classroom, Sister had created fluffy tissue-paper clouds; the large gold and red magic glasses, surmounted by the word *faith* in large letters, and the lovely little white baptismal robe were no less works of art.

The shots were varied; occasionally we took a close-up when the group was small and compact and the detail important, and once a panorama of the classroom with the children working at their desks—swinging the lights right with the camera. Not a great deal can be done with a mere 250 feet of film I learned! Long speeches delayed the action and consumed our film in the first part and were cut thereafter, so that the first part moves too slowly while the last part moves too rapidly, as we were concerned to get the finale in at any price.

The Action

The action covered one day in the life of the average Catholic boy. Too bad we hadn't the facilities for a sound picture; the children had actually memorized every word of their parts in the scenario with great earnestness and precision; their acting was much more natural and convincing as the result, and the meaning more deeply impressed on their minds and hearts.

First came the scene of the baptism, after which an angel appeared with the magic glasses and presented them to Paul. Then came another angel to present him with the baptismal robe, held up for all to admire. He was also shown the box of jewels ready to adorn the robe, small and large according to the use he made of his magic glasses. ("Faith working through charity," without which it is dead.) Thus he was given to understand that baptism was not a graduation but a beginning of his Christian warfare.

The grinding of the camera stopped at this point, while the teacher's platform was being converted into a boy's bed and the screens placed around it; then the grinding resumed as Paul awoke from sleep, irritable and loath to obey his mother's summons to get up. Whereupon the angel

appears once again with the admonition that later becomes almost a refrain: "Wear your magic glasses!" Immediately as the boy looks through them, his mouth drops open and he stares into space, wondering. Then a smile breaks over his face. "How good God is to give me this new day!" he exclaims, as he falls on his knees to make his offering.

The scenes that follow are too obvious to narrate in detail. They include the breakfast table in Paul's home, the Church steps after Mass, where Paul gets into a fight with another boy, the classroom with the diminutive Sister pointing to the day's lesson on the blackboard, which we also brought to bear upon the theme: "Live the Mass! Your desk is your altar! Obedience is your sacrifice!" (Sister Fides had painted the words with poster paint in large white letters that could easily be read on the film.) The last scene of all was the living room of Paul's home in the evening at Rosary time.

There was no attempt to inject a plot of course. The pictures as a rule followed the same pattern (the movie was not long enough to become monotonous): Paul would act on his first impulse, a selfish one, only to be reminded by the angel: "Use your magic glasses!" Then, realizing his duty as a child of God to do God's will rather than his own, he would check his rising murmurs, apologize, show a cheerful willingness and generosity, as the occasion required, whether it was the patrol boy lording it over him, the teacher piling on too much homework, or his mother calling him from the game. Intermittently, after Paul used his magic glasses to bring the test of faith to the situation, the scene shifted to the angels in the clouds selecting a lovely jewel for his baptismal robe, and the last glimpse of all was of a group of lovely smiling angels admiring the richly adorned robe just after the evening family rosary in Paul's home.

Though in some instances the magic glasses were used where there was question of avoiding sin, as when the boys passed a fruit stand (Sister arranged this attractively in the back of her room and used the fruit for a class treat afterward), still we succeeded fairly well in keeping the emphasis on positive virtue—conforming self-will to the holy will of God.

Incidentally, the idea of the magic glasses suggests almost infinite possibilities for a whole series of stories, plays, scenarios. It could be used, for example, to help children to rise from the natural world to the supernatural world, from sense to spirit, in their use of creatures. Children,

of course, live in the senses and learn the love and goodness of God through sense experiences. But as they advance, education should lift them gently through the windows of the senses to the higher world of spirit beyond. Of course they are able to see far ahead—much farther on the road than they are able to travel. And is it not a great thing just to give them the right vision, though their steps lag far behind?

Our Divine Saviour, at the sight or mention of bread, water, meat, the grain fields, we recall, thought of living Bread, living water, the fields white for the harvest. And "My meat is to do the Father's will." Similarly, the autumn harvest—the corn stalks and pumpkins—remind us of the harvest of saints, the rain reminds us of grace, snow of purity. And the life of Christ itself, how interesting to study it with our magic glasses on to see how Jesus used His magic glasses always!

Father Leen says that the greatest service St. Thomas Aquinas rendered the Church was to point out clearly the relation of the natural to the supernatural. Have we yet made the most of it in the field of education, I wonder? And Chesterton in *Orthodoxy* speaks of the fairy philosophy as the ideal basis for the Christian faith, the best way to recover, in a materialistic age, our sense of wonder and mystery—the world of magic and make-believe. Our experience with the "magic glasses" convinced us of this.

Evaluation

Were we disappointed when we saw the film for the first time? No, for we learned a great deal even from our mistakes, a thing not usually possible when one puts on a play and must remain backstage during the actual performance. There were numerous crudities such as usually stamp amateur efforts. For one thing the camera had caught some of the extraneous background and wall characters in spite of our screening. But such defects were only technical.

The chief characters we thought were splendid. No Freddy Bartholomew or Shirley Temple could outshine our winsome angels or Paul, our hero. When I proposed school movies to a school authority last year he objected: "We couldn't compete with Hollywood, the children, used to seeing professional pictures, would make unfavorable contrasts." This sounded plausible to me at the time but I think it is open to question. Why? Because for our purposes, the children would hardly

be called on to act out of their natural character; they would just be normal children. Not that they could act as superbly as professional child-actors, no, but if the latter were limited to simple roles, to school and home situations calling for no special histrionic talent—no great intensity of emotion or fine shades of feeling—then I believe the most talented children in our schools could compete with them, and even surpass them in the simplicity and naturalness of unconscious art.

"But would not some other art medium suit your purpose just as well?" In some respects; but the thrill of being in a movie made the lessons it conveyed more impressive; also the film is a permanent product that can be shown to innumerable groups of teachers, parents, pupils, and thus its influence for good extended.

"But is not the cost prohibitive?" Yes, for individual schools. But if the material is of abiding value, I think the expense is warranted—not for individual schools but as a permanent investment for extensive use in diocesan schools.

"Did the lesson carry over into life?" I asked Sister Fides some weeks later if she thought our movie worth all the time, trouble, and money involved. "O yes," she said. "You should hear the echoes in the classroom. When someone forgets himself there is often a general chorus: 'Use your magic glasses!' However, results here are hard to measure.

"But silent pictures are decidedly inferior—crippling art." Yes; sound facilities will have to be available before much progress can be made in this field. At first we thought of recording the voices on a wire recorder but synchronization with the silent film presented many technical difficulties. However, with the kind co-operation of Mr. Ference, director of visual education in the Pittsburgh Diocese, we did record the speaking parts. And we used a recorded introduction when we showed the film. The following is an excerpt of it:

The Saints are the Supermen
It's plain as plain can be;
Don't you know that heaven isn't
For sissies—you must be a saint!

And so, dear lads and lasses,
You must wear your magic glasses. . . .

"Did you know, dear friends, that you have a pair of magic glasses? Yes, *magic glasses!* And what wonderful magic they can perform! They make the whole world look different. Often, what seemed at first to be good, isn't so good at all—or maybe it is much better! And what at first seemed bad, isn't so bad after all.

"But some people don't *use* their magic glasses! You'd think the way they talk and the way they act, day after day, that they didn't get any magic glasses when

they were baptized and became a child of God. Yes, that's when we get them—when we're baptized. And we're not to put them away in magic tissue paper; we're to use them! But some people don't know how. And the poor things go through life just *plain people* with no mystery about them at all—when they could become *supermen, saints*, with lots of beautiful jewels on their baptismal robe, as we will show you.

"And because we feel sorry for these people who don't know how to use their magic glasses, we decided, we children of the fourth grade, to show them how—how to wear their magic glasses all day long. Of course it takes our hero Paul a long time to learn, too, but what a difference the magic glasses make! Instead of being angry at having to get up in the morning, having to eat oatmeal, having to be kind to everybody, having to take orders, having to do stuffy arithmetic problems—why, he just looks through his magic glasses and everything changes: he's actually happy doing all these things!

"Would you like to learn how to use your magic glasses? Would you like to know the secret of the magic glasses—from our very first movie taken right in our own classroom? . . . And will you promise to wear your magic glasses every day?

You will get to heaven then;
You'll be *saints* and *supermen!*"

Education Marches On, With Audio-Visual Aids

Russell A. Holy and Sister John Berchmans, S.C.L.***

FADS come and go with the season. These aids, not methods, have been employed so successfully by our armed forces and in the classrooms for the past ten years that they are definitely considered an integral part of a good teaching program and not just an accessory. They are here to stay!

Moreover, they are not new frills that have been added. Were not such devices employed by the cave man when he drew pictures on the walls of his dwelling? These vehicles of instruction and training will help to eliminate one of the greatest educational ills in all school systems,

verbalism. The concrete must precede the abstract. Otherwise the foundation is weak, and therefore the whole structure is faulty. The richness of meaningful content must precede drill and all other aids to learning. Therefore, the most effective means of attaining the goal of improved teaching is the proper use of sensible materials.

These instructional tools are neither fads, nor frills; nor are they the luscious coating of the educational poetry. They serve rather as a sound basis for a participatory and co-operative program founded on definite objectives sufficient to revolutionize the learning-teaching process. Silencing those who fear the rupturing of the already bulging educational pro-

gram of our American school,¹ Siepmann affirms that all skills are acquired through effective use of audio-visual aids with a rapidity unmatched by any other teaching device.

There is much to be taught the twentieth-century youth. Tremendous is the influence of a teacher's inspiration and motivation in the classroom as to the quantity and quality of education imported to the learner. Audio-visual aids are not a time-saving method for preparation of lesson plans. There will still be much work to do, but the results will be flattering. Let us stop momentarily and look at the tools!

¹Siepmann, C. A., "Mass Communications, A Challenge to Teachers," *National Education Association Journal*, 37: 290-291, May, 1948.

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Audio-Visual Aids to Education

Audio-visual instruments are not all new gadgets, nor are they completely audio-visual, neither does their use imply throwing away the textbook, nor dispensing with the teacher. On the contrary, they are the traditional devices that have always been used, but they are now employed in the hands of an expert, and simply result in better teaching. Every good teacher has already used many of them.

Endless is the multitude of sensory aids that can be developed by the ingenious teacher. In the *U. S. Office of Education Bulletin*, "Use of Training Aids in the Armed Services," ten types of teaching aids are cited: (1) textbooks and manuals; (2) bulletins, pamphlets, periodicals; (3) training films and slide films; (4) pictures and graphic portfolios; (5) posters and illustrations; (6) maps and globes; (7) charts and diagrams; (8) special auditory aids; (9) real objects, models and "mock-ups" of objects; and (10) sand tables and terrain models.

Strange as it may seem, much of the old equipment needs only to be revived or renovated. Unquestionably, the blackboard is one of the most useful visual aids in the classroom.

Bulletin boards ought to be the most vital teaching focus in the room. The teacher might appoint a committee to be responsible for the content. With a few helpful suggestions in the use of colored paper and inks for writing and underlining, the information can be timely, and appealing to the learner. A versatile teacher can capitalize on this opportunity to provoke ideas, enrich vocabulary, build sentence structure, improve ability to organize, teach minimum essentials such as spelling, enunciation, pronunciation, capitalization, and word usage, and further the cause of a greater integration between subjects thereby breaking down constructively the traditional barriers.²

Cartoons, comic strips, graphs, maps, globes, and pictures will produce an eye-catching advertisement for any topic. An anonymous Chinese philosopher contributed this pertinent remark: "One picture is worth a thousand words."

Another important and useful audio-visual aid in teaching is the opaque projector. The versatility of this device is limited only by the ingenuity of the teacher.

Other valuable equipment includes: the 16mm. sound projector, film strip and slide projector, stereoscopes, wire and tape



The Resurrection — photographed from a wood carving in the studios of the American Seating Company.

recorders, portable radio, recordings, phonograph, and a television set.

The Instructional Film

During the past few years there has been a rapid increase in the use of the instructional film in the classroom. However, far too frequently there still exists the idea that the teaching film is still a movie for entertainment. More and more teachers are making use of the motion picture as a teaching device, due chiefly to the availability of so many excellent films, and also because of the increased number of 16mm. sound film projectors found in the schools today. Perhaps the sound motion picture film is the most abused of all the audio-visual aids. Many administrators accuse the teachers of using films as an alibi for not teaching. In some cases the instructors are not innocent of guilt. Following are several basic principles to observe in showing a film to a class: (1) the teacher by all means should preview the film before showing it; (2) pupils should be prepared for the film they are to see; (3) in general, films should be shown to a class in the regular classroom atmosphere rather than with all the students of the school brought to the auditorium to see the film; (4) the teacher should leave enough time after showing the film to discuss it; (5) pupils should be told in advance some of the important points to look for in the film; (6) some films should be shown more than once to help pupils understand them better; (7) the teacher should be aware that the film

is no substitute for herself, but it is an aid in making the teaching more direct and meaningful; (8) it is important for the teacher to know how to operate the projector even though someone else may operate it; and (9) refer to the film showing as an "instructional film" or "educational film" rather than a "movie" or a "show." This will help to maintain a better classroom atmosphere for learning.

Training Teachers for Audio-Visual Aids

The best way to train teachers to use audio-visual aids is to train teachers with these aids. Thus the teacher will instinctively use aids if they were used in training courses. However, this is not sufficient since new aids are always in the offering. So then it is necessary to be constantly training the staff in the field. Following are suggested ways of training teachers in service:

1. Encourage teachers to take audio-visual courses that are offered in the evenings and on Saturdays on college and university campuses.

2. Teachers may attend national, state, and district conferences devoted to audio-visual education.

3. Teachers may visit schools where a program of audio-visual education is successfully administered.

4. Have some teacher who is trained in the use of these aids hold meetings with the rest of the staff to give them instruction in their use.

5. Someone trained in audio-visual education could be brought to a school to give a series of lessons and demonstrations on the use of these aids.

Concluding Statement

In conclusion we wish to stress three main points. First, it is not true that the teacher is no longer needed. Rather the audio-visual materials are aids and not substitutes — they will supplement and not supplant the teacher. Just as the astronomer was still needed when the telescope arrived, the teacher still must make the presentation, use questions to arouse curiosity, and motivate the class. Second, all prewar teaching methods were not all wrong or obsolete or wasteful, but audio-visual aids are just one method designed to improve teaching. Third, teachers must impart a rich fund of knowledge to students living in the world of today, and this is possible by the utilization of a wide variety of all types of teaching aids.

²Dawson, Mildred A., "Making English Teaching Graphic," *Instructor*, 57: 23 & 60, January, 1948.

Audio-Visual Aids in Spiritual Exercises

Rev. Leo G. Kampsen*

NO VIBRANT sturdy Catholic living flows from mere textbook learning. You cannot place a student in a spiritual vacuum. Give a boy a textbook course in swimming and he will learn about the aquatic art. Deny him access to water, and he will never learn to swim. No Catholic training is worth the salt unless it is functional. Catholic thought lived in daily life is of more value than the finest theological thesis. No product of Catholic schools reaches the definition given by Pius XI, in his papal letter, *Christian Education of Youth*, unless his Catholic training becomes a daily experience. A Catholic education is properly evaluated in the effective way it develops the man. The finished product must be alert to all the values and implications of the tremendous cultural values inherent in the liturgy.

Audio-Visual Aids of the Church

The ceremony of the Church speaks a volume of meaning. It is a fundamental lesson in visual education. The color of vestments, pageantry of ceremony, and sonorous melody of Chant are meaningful expressions of the deeply spiritual significance of divine truth. Such truths are taught with the techniques of educational science in religion classes, and brought within the ken of all the senses through active participation in the liturgy. One does learn by observation and study, but the reaction of the mind to the fact creates the functional knowledge of Christian living.

The secondary school reaps the benefit of the measured study in religion on the elementary level. The secondary school deals with students whose reflective powers are maturing. The reason "why" creates the proper wholesome attitude. It is here through active participation in the cultural values of the liturgy, that the student learns the meaning of Catholic truths. The fertile field is ready for the sowing of the seed of Catholic understanding.

Recollection and Retreat

The monthly day of recollection is not only a workshop of practical guidance, but a conditioning process for the annual closed retreat — the climax of a healthy guidance program. The annual closed retreat should

be confined to the senior class. It should have equal importance with graduation. It should precede the week of graduation.

The closed retreat is a great spiritual tonic. It is a time for checking and re-checking the spiritual value of life. Pope Pius XI saw no limits to the good of a retreat. "Piety will be enkindled, the forces of religion will be nourished, the apostolic office will unfold its fruit-bearing branches, and peace will reign in society and in the hearts of all men." The likeness of the soul to God demands that man be Godlike in his action. If man is not virtuous, he assuredly is not happy. The confusion of his mind brings a welter of unconscious feelings of inadequacy. The spiritual good of a retreat makes man conscious of causes, and the inadequacy melts away.

The Catholic secondary school has been retreat conscious. The danger of the school retreat is the manner in which it is given. It is almost the equivalent of an assembly program. The annual retreat must be the climax of a thorough Christian guidance program. A climax is the culmination of specific details. A monthly day of recollection is an essential detail of spiritual conditioning that builds the climax. Even the secularist with his insistence upon mental hygiene and character building, views the day of recollection as an effective phase of the guidance program. The Catholic secondary school has a philosophy of guidance which every standardizing agency recognizes as a distinct value in the educational program. The class of religion prepares for the day of recollection which in turn builds up to the climax of an annual closed retreat. The Catholic school fails in its objective, if it does not carefully plan its guidance program accordingly.

Means and End

There are two extremes in every movement. One is a staid conservatism which refuses to investigate values of new things. The other is the vacillation and surrender to the novelty without reference to value. The modern trend is to grab the novelty without question. The use of the audio-visual program on a day of recollection may meet the cold relentless stare of conservatism, or it may be embraced with

eagerness by the spiritually adolescent as a substitute for the conference.

The value of the film as an equivalent of spiritual reading is its intelligent use. Christ used the divine technique of miracles, and then taught a way of life. The conference is the core of the day of recollection. The religious film does not supplant the conference, but supplements the spiritual lesson through visual application of religious experiences and situations. Group discussions following the film lead to the practical application of a life situation.

The genius of the visual program is its use of the constructive imagination in building a practical working Christian living. The biography of a sainted hero can be made to live situations upon the screen which words could but feebly explain. The visual program influences behavior patterns more than the spoken word. A verbal-visual approach to a Catholic virtue evidenced in human life is the common denominator of understanding for all levels of knowledge. "The example is more efficacious than precept." "The eye believes more than the ears." Witnessing a scene is more impressive than the quiet testimony of a paragraph. A film is an equivalent, not a substitute for spiritual reading.

The conditioning process is the important phase of the use of films on a day of recollection. The conference is the conditioning process. The film becomes a visual extension of the general and specific theme. The selection of the film must be purposeful. It must indicate the error and reveal the truth at its various levels of development. A mood must be created so that a proper attitude may be formed. A correct attitude is the foundation of a wholesome spiritual outlook. The desired outcome of the conference through the ancillary aid of the film is a correct spiritual attitude.

It is folly to maintain that a film is a major phase. It is nothing more than aid. The value of an aid is its competent use. The conference employs the art of presenting truths, making the mind receptive, delineating the scope and nature of the virtue. Through the media of sound, the logic of words and their potential and psychological meaning, are wedded to the clarity and simplicity of the scenes.

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Aids Are Welcome

The propaganda machines have cinematized every phase of the scheming evils; the lovers of truth and religion should not "miss the boat." The troubled minds need the tonic effect of a peaceful conscience. Every media of knowledge must be used to develop the product of

the Catholic school according to Catholic teaching.

There is a woeful lack of specific films touching the lives of the saints and the liturgy of the Church. The fault is the indifference of the customer. Business rallies to demands. Create an interest in religious films, and the ingenuity of American industry will respond.

Poems for Teaching and Memorizing

HER PLEASURE

(A dialogue between the Blessed Virgin and a group of Angels)

Angels:

The stars are oh so bright tonight
Shining down on earth,
They wish to welcome May again
And show the Queen their worth.
So twinkle little stars so bright
Like gems in Mary's crown,
And on the earth send hope and love
As radiantly you gleam down.

Mary:

The little stars are bright 'tis true,
As on the world they gleam
But when I look to earth tonight
Of something more I dream.

Angels:

How soft the gentle breezes blow
Across the earth tonight,
They too, would whisper soft and sweet
Of Mary's soul so white.
So blow on gentle breezes
And tell of Mary's love
In this her lovely month of May
From earth to heaven above.

Mary:

The gentle breezes blow 'tis true,
And whisper low my name
But when I look to earth tonight
Deeper is my claim.

Angels:

The perfume of the flowers blend
This lovely month of thine.
To offer up their incense sweet
At Mary's holy shrine.
Blossom pretty flowers
In all your colors gay,
Fashion a garland lovely
For heaven's Queen of May.

Mary:

The beauty of the flowers
Could scarcely be surpassed.
Their breath is perfume sweet to me
But far more have I asked.

Angels:

Upon the earth this lovely month
The birds sing out their lay,
In tribute to the Queen above
The lovely one of May.
Sing on in beauteous chorus
Oh little birds of earth,
Your songs will be the messengers
To tell of Mary's worth.

Mary:

The music of the birds 'tis true,
Resounds in accents sweet
Yet something more I ask of earth,
To gather at my feet.

Angels:

Sweet Mother Mary, do you hear,
In this your month of May
The echo of your children's prayer
As at your feet they lay
The pearls of prayer, the loving gems
Of countless Rosaries,
As in their hearts they contemplate
Its loving mysteries?

Mary:

Ah, Angels, now at last you've guessed
Earth's treasure which I plea,
The hearts of all my children twined
In a loving Rosary.

— Sister M. Eustace, O.S.F.
St. Sylvester School
Woodsfield, Ohio

TOPOGRAPHY OF LIFE

Life has its hills and valleys,
Life has its mountain chains,
Life has its wind-swept summits
And fertile, sun-kissed plains.

Life has its narrow canyons,
Life has its broad plateaus,
Life has its arid deserts
As well as icy flows.

Life has its varied features,
Life with its broad expanse,
Appears to us more transient
The farther we advance.
— Sister Mary Imelde, S.N.D.
Cleveland, Ohio

TODAY

So here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?

Out of Eternity
This new day is born
Into Eternity
At night will return

Behold it aforetime
No eye ever did
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?
— Thomas Carlyle
(1795-1881)

SONG FROM "PIPPA PASSES"

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hillside's dew pearled;
The lark's on the wing;
The snail's on the thorn;
God's in His heaven —
All's right with the world!
— Robert Browning (1812-89).

RETRIBUTION

Within the hour of class
Through calendars of time,
With irresolution crass
I scorned both prose and rime.

My teachers long endured
But to admonition I was foe;
Time alone has cured,
For now I teach, and ooh!
— Sister Mary Peter, S.S.N.D.
Wabasha, Minn.

The CATHOLIC SCHOOL JOURNAL

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Emphasis on Parental Responsibility in 1950 Pastoral

One of the significant aspects of the recent Pastoral of the Bishops of the United States on "The Child, Citizen of Two Worlds" is the emphasis and the stress placed on the responsibility of parents. The Bishops seemed continually to return to this subject as the Pastoral unfolds.

There is the reiteration of the point which the Church never ceases to restate, namely, the primary responsibility of the parent for the education of his child, prior even to any claim of the state. Of course the basic point in this repetition is to keep before the Catholics in the country the danger of the monopoly of state education. One of the basic concepts of the Pastoral is the fact that we have made tremendous advances in meeting the physical, emotional, and social needs of the child but we have not made the same advances in meeting his moral and spiritual needs.

We may recall that the Pastoral points out that religion will help the child to develop a sense of God, a sense of direction, a sense of responsibility, and a sense of mission in this life. To urge these aims the Bishops again and again point out the responsibility of the parents.

Under the sense of God, almost the very first thing the Bishops say is that the parents should make early provision for their child's growth in God. This must be

done in the home and not postponed until the period of the school. In order to do this the parents should emphasize in the home certain simple and prayerful practices, such as morning and evening prayers, grace before and after meals, the family Rosary, and a short prayer each time the clock strikes and the making of the Sign of the Cross.

To correct the present tendency in the world, so that God rather than self will occupy the center of life "is one of the most challenging tasks facing parents" and in meeting this challenge the parents should use a strong supernatural motivation which should be drawn from the life of Christ. The parents should see that the home life offers frequent opportunities for acts of self-denial. The education of the home should be one with the education in the school. Any difference between the two results only in spiritual havoc. The Church, of course, always stands ready with her material and spiritual resources to help the parents. Necessarily parents will take advantage of the God-centered education which Catholic schools offer. The rights of a religious education for dependent children is asserted. Whether the child is under the care of the state or under the voluntary agencies of mercy it should have the opportunity of religious instruction.

Under the sense of direction, the Bishops reiterate the point that the Church, family, and the school should all work together and each play its part. In order to give this spiritual direction parents are expected to see that they make use of the helps provided by the Church and inspire in the child daily a love for service to God. The home must give a good example of Christian living. Any difference between the home and the school is brought out whether it is a religious home and a non-religious school or a nonreligious home and a religious school. In the latter case, the difficulties are compounded. A close association between the home and the school should be maintained by parents and school authorities. The purpose of such an association the Bishops say is the welfare of the child and not as may be noted in practice, the raising of money.

The parental responsibility is not only a responsibility of the mother. It is a responsibility of the father too. The Bishops say that the father and mother have a natural competence to instruct their children with regard to Church and they are not ordinarily opposed to instruction in schools. In giving the child right direction parents should carefully regulate the company and the hours which their children keep and supervise their reading and

the radio and television programs available to them.

Under the third heading the Bishops wrote that a common complaint registered against the home and the school is that they do not strengthen the child's sense of responsibility. This is very definitely a parental responsibility and it is the home training of the child in reverence, responsibility, and accountability to God. Performing chores is a sense of responsibility that should be cultivated in the home. Parents should encourage the practice of nightly examination of conscience and weekly confession. Under the sense of mission, the responsibility of the individual completely dedicating himself to the service of God is regulated by whatever occupation he undertakes, but such emphasis is placed on religious vocation and the responsibility of parents and teachers to help the child to choose and to follow a calling for which he is fitted and which would help him best serve God, and the Bishops say in the vocation of religion there is a challenge to the generosity of American parents and their responsibility of co-operating with the children in fulfilling such a mission.

Such is the comprehensive insistence on the parental responsibility to the child throughout the 1950 Pastoral. It is an especially needed emphasis in view of the tendencies of the family as an instrument of training and education of the child. The need of a moral unity among home, school, and Church is probably one of the strongest points in the Pastoral.

In the study of the Pastoral it is not enough to understand it as emphasizing the four points, but to study it in terms of the responsibilities it attributes to home, school, Church, and state. — E. A. F.

THE WAY TO PEACE

Return to Christianity

The chaos of the world today has resulted from the denial and rejection of Christian thought and principles. The remedy lies in the return to Christ. In the words of the Supreme Pontiff, "There is but one remedy, to go back to the order fixed by God in relations between states and peoples; to go back to real Christianity within the state and among the states. . . ."

There are two forces of Christian influence on international society. The first is the influence which the Christian way of life has on the individual. The second is the influence which works through the organism of Christian society, the Catholic Church. Let me ask in the words of our saintly and learned Pontiff, "Has there ever been a time when the Catholic Church has appeared, as it does now, a *signum levatum in nationes*, a standard unto the nations?" — Bishop William T. Mulloy.

Practical Aids for the Teacher

Audio-Visual Aids in a Primary Nutrition Project

Sister M. Bernardine, P.B.V.M.*

In a recent health institute, a unit, treating of audio-visual aids in a nutrition project for primary grades, was developed by several teachers in our primary department. Surprisingly enough, it was found that this field was not deluged with material. Indeed, material really on a primary level was scarce. Those who are in need of such materials may appreciate the findings here presented. The subject has been divided into three parts:

1. Visual aids illustrating "The Sources of Food." (This uses the farm as a basis for the unit. Grade one level.)
2. Audio-visual aids illustrating "The Milk Products." (This unit has for its basis the dairy farm. Grade two level.)
3. Audio-visual aids illustrating the need of the seven basic foods. (This culminating unit explains "Why We Eat What We Eat." Grade three level.)

Nutrition, as an essential part of a good health program, cannot be neglected. It has been found, in a survey over the entire United States, that, in this country, where food is abundant, we are poorly fed. This is particularly true of the morning meal. With a little effort the attitude of students can be changed in regard to this point. As an aid to stimulate interest audio-visual aids have been found helpful, especially when correlated with other subjects.

General Objectives

1. To secure suitable audio-visual materials for a nutrition unit.
2. To adapt the material to the level of primary grades.
3. To correlate these aids with other basic subjects of the curriculum.

Specific Objectives

1. To encourage in children an appreciation for the providence of God.
2. To develop a spirit of gratitude for divine blessings.
3. To enrich the minds of the young by not only showing the value of food, but also its sources and preparation.
4. To ensure good eating habits.
5. To maintain a proper attitude toward cleanliness of food; both in its preparation and consumption.
6. To assist the individual to choose a well-balanced meal.
7. To help the child learn some of the rules

for cleanliness in regard to dishwashing and table setting.

8. To inculcate the simple rules of etiquette.

9. To assist the children to overcome food dislikes.

10. To teach the careful use of food and avoidance of wastefulness.

Sources of Food—Grade One

(A nutrition unit, based on the farm, explaining how audio-visual aids were used effectively.)

A few days before the work on the nutrition unit was to begin, the children were asked to bring to class all the pictures from food advertisements found in the current magazines. This aroused a natural curiosity, as they were not told why these pictures were needed. On Monday morning, when the children came to school, they saw a bulletin board arranged with some of the pictures and the caption "Where do we get it?" Other pictures were made into flash cards and arranged about the room. Immediately some of the children made a connection between the bulletin board and a model farm that had appeared for the first time in the corner of the classroom.

A lively discussion about the source of food brought forth many responses. It was gratifying to find the correlation between religion and daily life. God made all food because He made all things was the general answer to the question on the bulletin board. Then when the immediate source was discussed it became evident that the grocery store, the bakery, and the butcher shop loomed high in each child's mind. However, when they thought of milk, most of them readily said that milk comes from the cows and cows were on farms. This was the point from which the project developed.

Using the model farm as a starting point, the class studied the different buildings, learned their names and uses. The words were presented on the blackboard and with flash cards. Next the animals, their names, food supplied by them, and their eating habits were discussed. A larger set of animal stand-ups from the California Dairy Advisory Board and pictures from animal picture books were used to illustrate each animal. Cards were made with the word names of the animals and the blackboard drill helped to insure a ready recognition.

Finally the farmer and his work were the center of attention. All became so interested that a trip to the farm would have proved

ideal, but as that was impossible the visual aids had to supply the answers to the many questions asked.

Two motion pictures produced by Encyclopedia Britannica Films were shown to the class. These were "Spring on the Farm" and "Summer on the Farm." (The other two films completing this set are "Fall on the Farm" and "Winter on the Farm.") Many of the terms the children had learned from their flash cards and board drill now became very useful in their discussion of the films. Even the lunch period became part of the project for such remarks as: "I have an apple. It comes from the farm," or "My carrot comes from the farm" were heard. One boy was very worried because his cookies didn't come from the farm. Another first grader said, "Well, your mother uses flour to make cookies, and flour comes from the farm."

This farm unit was ideal for making correlations. The religion lesson provided a review of creation and then gave the little ones a chance to appreciate the providence of God. The grace before and after meal was explained.

The reading unit in the primer *Fun With Dick and Jane* was used at the same time as the nutrition unit. Also little booklets, *Our Food*, from The California Dairy Advisory Board and *Eat and Grow* from the General Mills Co. were used as supplementary work. The flash cards, too, were useful in the phonetic analysis. For example, the children found all the words that began like "come" or "can."

During the singing periods the idea of the farm was also carried out. *The American Singer*, Book One, has a fine section on the farm. The children liked especially the song "Feeding the Animals." It was noticed that the words were practically the same as their reading vocabulary, so a chart was made on tag board. Large paper dolls were used as figures and the animals were from picture books. The words of the song were then printed in bold black letters and every child felt encouraged because he could read his own song. (It was noticeable that the entire school became interested in the first grade project and pictures and books came in from the older children.) The nursery songs also supplied fine material for this unit. "Oats, Peas, Beans, and Barley Grow," "Old Mac Donald," and "Shall I Show You How the Farmer?" were favorites.

Writing and art correlated well with this unit. The unit culminated in the making of a farm booklet. This included outline coloring, circle figures (kitten and hen), freehand drawing (wheat), and manuscript printing (captions).

The language was also incorporated. Toward the end of the unit the children were able to come to the charts and identify the sources of various foods. They made complete sentences. For example: "This is a picture of meat. Cows (lambs, pigs) give us meat. They

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These third graders are testing their ability to choose a balanced meal by dramatizing a restaurant scene.

live on the farm." "This is a lemon. Lemons grow on trees at the farm."

Perhaps the most helpful visual aid used was *The Farmer's Friends* chart. It was used to realize the objectives set up at the beginning of the unit. One could not be a farmer's friend, if one did not eat properly. The Sisters in the cafeteria and on the school yard co-operated by giving the names of all those who ate well-balanced meals. The parents observed the improvement at home. One mother said, "I wondered why my little girl was eating us out of house and home. Now I understand, she wants to be a farmer's friend."

Audio-Visual Material Useful in the First Grade

Models: Judy Farm, Bullock's Department Store, Clay models made by the children.

Films: "Spring on the Farm"; "Summer on the Farm" (Encyclopedia Britannica Films).

Posters: Pictures from magazines, paper dolls (depicting persons living on a farm), animal picture books, farm animals (published by the California Dairy Advisory Board).

Reading material: *Fun With Dick and Jane*, farm unit, basic reader, *Eat and Grow* (General Mills Co.), *Our Food* (California Dairy Advisory Board).

Songs: "The Farm," *The American Singer*, Bk. I, "Farm Babies," *The Instructor*, April, 1949, p. 39, *Mother Goose Song Book*, Hope Plaffle, Garden City Publ. Co., N. Y.

Charts: (1) Experience charts (resulting from appreciation of films and information gained from reading and excursions), (2) Song charts.

Films recommended: "Winter on the Farm," "Autumn on the Farm," "Milk," "Bread" (Encyclopedia Britannica Films), "Pig Tails," Frith Films, "Cattlemen," "Eggs" (Encyclopedia Britannica Films), "Dairy Farm," "Poultry Farm" (Coronet Instructional Films).

Milk and Milk Products — Second Grade Unit

Since milk is a most necessary food, especially for children, it was most imperative to

make this unit interesting. The plan that was started in the first grade was followed, but instead of the farm in general, the dairy farm was the center of interest. This formed the basis of the unit.

Posters of five different breeds of cows were exhibited in the classroom to arouse interest. Then followed a discussion of the food, care and cleanliness needed in the preparing of milk. The quantity and quality of milk was brought to the attention of the children, stressing particularly the value of milk.

At this point, "The Story of Milk," an Encyclopedia Britannica film, was shown. The film showed cows in pasture, in the barns, and being milked. The bringing of the milk to the dairy, the processes of pasteurization and bottling were fully developed in the film. This brought about a study of pasteurization and its necessity.

Then a film strip, "A Trip to a Dairy Farm," donated by the California Dairy Advisory Board, was shown in the room. Raw milk, homogenized milk, skimmed milk, and buttermilk were discussed. In this film strip the captions could be read by the second-grade children. Of course, such words as "pasteurization" and "refrigeration" were drilled beforehand.

An outcome of this work was illustrated by making a play refrigerator. In it the empty cartons of milk products were placed.

Of course, butter cartons came and this led to a discussion of butter. A simple method of making butter was found and the promise to make butter in class was an incentive to work.

Throughout this project correlation of as many of the everyday subjects as possible was made. The arithmetic problems of measurements: one half pint, pint, and quart were demonstrated. Simple problems were worked to correlate with the dairy unit.

Reading was correlated also and supplementary texts, *Milk for You and Me*, *Ice Cream for You and Me* were furnished by The California Dairy Advisory Board. These delighted the children. They also brought in extra books. They had to have a dairy farm on the table too. Extra cows took the place of the animals found in their play farms and they enjoyed their singing lesson more because of their display.



A second-grade milk products party. Cartons and containers are used as classroom decorations.

Art and language were also made to serve in the project and a huge scrapbook was the result. The pictures, sentences, and writing were done by the children.

Another film, "The Cheese Family Album," was used to illustrate this milk product. A noted nutritionist had told us she was anxious to increase children's appreciation for cottage cheese. This cheese is highly nutritious and is relatively inexpensive. It is, however, not used much by children. Thinking that group sanction might encourage some to try the cheese, a party was planned for the children, which would include the butter making and give them an opportunity to sample the cheese and enjoy the milk.

Two quarts of ripened cream were furnished by a local dairy, and also five cartons of cottage cheese. The cream was put into four quart jars and shaken by the children. As this process may seem a little long, one may use an electric mixer and have butter in a short time. In the afternoon, the seventh-grade girls brought trays from the cafeteria and arranged the salad, a half-peach and cottage cheese, a bottle of milk and buttered crackers. These were very attractive and pictures were taken of the class as they began their luncheon. Only two of the children did not eat their cottage cheese.

A growth chart was given to each child to measure his height and weight for the entire month. This also added to their arithmetic experiences.

Audio-Visual Material Useful in the Second Grade

Model: Dairy farm (Stationers Corp.), toy refrigerator (erected in classroom).

Films: "Milk" (Encyclopedia Britannica Films), "Story of Milk," "Cheese Family Album" (Standard Talking Film Service Inc., 1963 S. Vermont Ave., Los Angeles 7).

Film strips: "A Trip to a Dairy Farm" (California Dairy Advisory Board, 672 S. La Fayette Park Place, Los Angeles 5).

Songs: "The Farm" (American Singer, Book II, pp. 152-153).

Posters: "Story of Milk," "Story of Ice Cream," "Cows" (California Dairy Advisory Board).

Charts: Arithmetic measurements, Original chart; individual growth and weight record charts (California Dairy Advisory Board).

Scrap book: Milk and milk products compiled by the children.

Activities: Collecting pictures of milk and milk products, collecting cartons of milk and milk products, toy refrigerator, making butter in the classroom and enjoying a milk products party.

Reading material: "Milk for You and Me," "Geraldine," "Ice Cream for You and Me" (California Dairy Advisory Board).

Why We Eat What We Eat—Third Grade Unit

The third grade had the advantage of viewing the films shown to grades one and two. Hence, they started their unit with a rich background, concerning the sources of food. This was developed by discussing the films.

A simple outline as listed on the General Mills Basic Food Chart was followed. Types of food listed on this chart proved helpful in pointing out the different kinds of foods and how they affect our health.

The children found that some foods made them grow, some gave energy, while others were bone builders. During these discussions, pictures from magazines poured in daily and were segregated according to type.

A film on "Bread" from Encyclopedia Britannica Film Library helped to explain the difference between white and whole grain bread.

A film on "Milk" was also shown which gave an opportunity to explain that calcium was needed for bone growth.

These preliminaries prepared the way for the selection of well balanced meals. The children's ability to choose correct diets was tested by having them select foods from food models furnished by the California Dairy Advisory Board.

After a successful test was passed by the participants, a little restaurant scene was dramatized in the classroom. Pictures were taken to show the matter learned. Correct table manners were also stressed. Grace before and after meals was stressed and reports from home show that this beautiful practice is being kept up.

The increase in vocabulary was very noticeable and many decided to help Mother in her task of feeding the family. The raw vegetable or fruit snack after school was remarked by the parents and the addition of whole grain breads was noticeable in school lunches.

Audio-Visual Material Useful in the Third Grade

Models: Food models (California Dairy Advisory Board), table service borrowed from the cafeteria.

Films: "Spring on the Farm," "Summer on the Farm," "Milk," "Bread" (Encyclopedia Britannica Films), "The Cheese Family Album" (Standard Talking Film Service Inc.).

Posters: "Child Feeding," "Ready for Breakfast" (California Dairy Advisory Board), "Seven Basic Foods Chart," "A Day With the Wide Awakes" (General Mills Co.).

Charts: (original) Protein-Growth Food Chart, Carbohydrates—Energy Foods.

Reading material: "Letters to Tony" (General Mills Co.), "Working and Playing," "Learning to Cook and Serve Our Meals" (C.D.A.B.), "A Happy Day."

Books: *Health and Happiness* (Williams and Danskill), *Wheat for My Bread* (Jane Dale), *Susan's Neighbors* (Social Studies Series, Bk. II).

Addition and Subtraction of Fractions

IV. Subtraction of Mixed Numbers

Amy J. DeMay, Ed.D.*

(Concluded from the March issue)

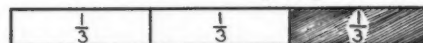
Whether we decide to use the "borrowing," that is, "taking" one, or the "equal additions" method of subtraction in fractions where the subtrahend fraction is the larger, we need to consider the stages in order of development, as these help to make the understanding easier than if just any example in fractions is used for the first teaching, and considering that is all that is necessary. In Sets I and II we have presented examples in mixed numbers where the subtrahend fraction was always the smaller. In Set III the first type where the minuend fraction is not large enough is given; here where there is a fraction in the subtrahend but none at all in the minuend. First the minuend consists of 1, next of 2, or 3, or any other integer, and there is no integer in the subtrahend, only a fraction.

Make a problem in which $\frac{1}{3}$ is taken from the whole, or 1. Suppose you have a yard of cloth, and need $\frac{1}{3}$ for a doll's dress. You wish to know how much cloth will be left over to help you decide what you can do with it.

Make an oblong 3 inches long to stand for the yard. Divide it into thirds. The fraction calls for thirds, and you know there are three thirds in a whole. Shade one of the thirds. The whole oblong is that one whole yard of the minuend. The shaded part is what has been taken away.

*Clifton Springs, N. Y.

$$1 \text{ WHOLE} - \frac{1}{3} = \frac{2}{3}$$



$$\frac{3}{3} - \frac{1}{3} = \frac{2}{3}$$

Setting the example in a vertical position, we have

$$\begin{array}{r} 1 \text{ yd.} = \frac{3}{3} \text{ yd.} \\ - \frac{1}{3} \text{ yd.} \\ \hline \frac{2}{3} \text{ yd.} \end{array}$$

Apply this to $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{2}{3}$, $1\frac{3}{4}$, $1\frac{5}{8}$, $1\frac{1}{5}$, etc. Set down vertically as above.

This is the natural performance and the direct way of thinking, the understanding of which has been in previous experiences in life where a part is taken from a whole. The "equal additions" method seems less clear. If the "equal additions" method has not been used in subtraction of integers, it is a question as to whether it should be used with fractions. If it has been used with integers, one has to decide whether it is best to use it also with fractions or use the above process. In case one decides to use the equal additions method with fractions, one should first review its principles with whole numbers and then apply it to fractions where there are only fractions, and where in the mixed numbers the minuend fraction is the larger and there

is no question of the use of one more.

$$\begin{array}{r} 8 + 3 = 11 \\ -3 + 3 = -6 \\ \hline 5 \end{array} \quad \begin{array}{r} 8 + 10 = 18 \\ -3 + 10 = -13 \\ \hline 5 \end{array}$$

That is, any number added to both the minuend and the subtrahend will not affect the value of the remainder. Children should try this with a great many numbers, and adding a variety of first digits and then two-figure numbers, and especially much experience with adding 10. We assume here that the technical terms, minuend and subtrahend, have been taught; if not, they should be taught before there is any attempt to put meaning into subtraction of fractions where "borrowing" is necessary. And, when talking about the subtraction, the numbers in these places should be referred to by their technical names, minuend, subtrahend, remainder.

To apply this principle of equal additions to subtraction of integers where the minuend figure is too small to subtract, the procedure has to be varied, as the 10 added to the minuend is added to the units digit, and in the subtrahend to the tens digit. This where there are but two figures in either term; where there are three figures necessarily to be consistent in meaning, the next place, the tens, has to add 100 in the explanation, though but 10 in use, which will be understood after the decimal system of numbers has been taught, as it should have been when teaching "carrying" in addition of integers.

$$\begin{array}{r} 45 = 40 + 5 \\ -27 = 20 + 7 \\ \hline 18 \end{array}$$

To add 10 before subtraction because 7 cannot be taken from 5, we add the 10 to the unit 5 in the minuend, but add this 10 to the 20 in the usual way in the subtrahend, making that 30, thus,

$$\begin{array}{r} 40 + 5 + 10 = 40 + 15 \\ 20 + 7 + 10 = 30 + 7 \\ \hline 10 + 8 = 18 \end{array}$$

To apply this to a fraction example, we may take

$$\begin{array}{r} 8\frac{2}{5} \\ -3\frac{3}{5} \\ \hline \end{array}$$

We learn with integers that we may add any number to both the minuend and subtrahend and get the same remainder as before we added; and we may try this with fractions. In this example, what do we need to add to the subtrahend fraction to make it equal to 1? As it is fifths we add enough to the $\frac{3}{5}$ to make $\frac{5}{5}$, which is 1. As we have added $\frac{1}{5}$ to the $3\frac{3}{5}$, making the $\frac{4}{5}$ to 1, we carry this 1 to the 3 to make it 4, just as we always do when the addition of two fractions amounts to 1. Now as we have added 1 to 3 to make it 4, we subtract this 4 from 8, or we may leave it until the rest of the fraction part has been solved, according to the regulation that in

working with either the addition or subtraction of fractions, the fraction part must be solved first before we attend to the integers. As we added $\frac{1}{5}$ to the subtrahend fraction we must now add the same to the minuend fraction, which makes it $\frac{3}{5}$, and the result is $4\frac{3}{5}$. Of course where the fractions do not have the same denominator, this must be computed first, as one cannot be sure whether the upper fraction is the smaller or not until this is done. If pupils use this method where the minuend fraction is the larger, they will run into difficulties, even as with integers where the upper number is large enough there is no need of "taking" 10 to add to it to make it larger. The method *can* be used of course and will get the right answer, but that requires a great deal of unnecessary work, where the simple subtraction of the smaller numerator from the larger is all that is necessary. From experiences with integers, pupils should understand this, and understand that the different conditions require different treatment.

In the "taking" 1 method, where in Set III, the minuend is an integer greater than 1, from which a fraction is to be subtracted, when 1 is taken away it is easy to see, after experience with 1 as the minuend, that the number in the minuend will be 1 less. There should be much practice with these besides practice with the same where the minuend is 1 and only a fraction is to be taken from it.

Set III

$$\begin{array}{ll} (a) \quad 1 & (b) \quad 1 \\ \quad -\frac{1}{4} & \quad -\frac{3}{5} \\ \hline (c) \quad 1 & (d) \quad 2 \\ \quad -\frac{5}{2} & \quad -\frac{1}{3} \\ \hline (e) \quad 3 & (f) \quad 8 \\ \quad -\frac{2}{7} & \quad -\frac{7}{9} \\ \hline \end{array}$$

Set IV

$$\begin{array}{ll} (a) \quad 2 & (b) \quad 3 \\ \quad -1\frac{2}{3} & \quad -1\frac{2}{5} \\ \hline (c) \quad 4 & (d) \quad 12 \\ \quad -2\frac{1}{4} & \quad -3\frac{5}{8} \\ \hline \end{array}$$

Set V

$$\begin{array}{ll} (a) \quad 1\frac{1}{5} & (b) \quad 3\frac{1}{8} \\ \quad -\frac{4}{5} & \quad -\frac{3}{8} \\ \hline (c) \quad 8\frac{2}{5} & (d) \quad 14\frac{1}{6} \\ \quad -\frac{7}{5} & \quad -\frac{5}{6} \\ \hline \end{array}$$

Set VI

$$\begin{array}{ll} (a) \quad 4\frac{1}{3} & (b) \quad 9\frac{1}{6} \\ \quad -1\frac{2}{3} & \quad -2\frac{5}{6} \\ \hline (c) \quad 17\frac{4}{9} & (d) \quad 21\frac{1}{4} \\ \quad -12\frac{5}{9} & \quad -14\frac{3}{4} \\ \hline \end{array}$$

Set VII

$$\begin{array}{ll} (a) \quad 6\frac{5}{8} & (b) \quad 7\frac{2}{3} \\ \quad -3\frac{3}{4} & \quad -2\frac{5}{6} \\ \hline (c) \quad 38\frac{5}{12} & (d) \quad 53\frac{1}{12} \\ \quad -14\frac{7}{8} & \quad -19\frac{11}{12} \\ \hline \end{array}$$

These various phases of subtraction where the minuend fraction is the larger are set one after the other that one can see the gradual development of the concept, from the simpler stages to the more complex. Within each set, or phase, the four examples show some slight differences in aspect, taking remainder fraction that needs no reduction, and then one that does, and with some slight increase in difficulty of numbers from one to four. If a teacher will study these stages of development, and apply whichever method of subtraction she teaches she will find that by teaching each of these types in succession with much practice on each, the process where the subtrahend is the larger will lose much of its terrors.

In these examples, especially where a common denominator has to be computed, one must watch the setting down so that there will not result ridiculous statements of equality where there is none. This is just as necessary when subtracting as when adding. For this reason we shall set down one example for examination and comment. Due to the "taking" of 1 to make the minuend fraction larger, there is more to this than even addition. It is well to place vertical lines between the parts of the example to separate these computations. If equals signs are used there must be much repetition of the numbers to keep the statements mathematically equal which consumes much time that might better be spent on other work.

$$\begin{array}{r|l|l|l|l} 8\frac{1}{2} & \frac{2}{4} & 1 = \frac{4}{4} & \frac{4}{4} + \frac{2}{4} = \frac{6}{4} \\ -2\frac{3}{4} & \frac{3}{4} & & \frac{6}{4} - \frac{3}{4} = \frac{3}{4} \\ \hline 5\frac{3}{4} & & & & \end{array}$$

This is for the "taking from" method. For the equal additions method the following should be used:

$$\begin{array}{r|l|l|l} 8\frac{1}{2} & \frac{2}{4} & \frac{2}{4} + \frac{1}{4} = \frac{3}{4} \\ -2\frac{3}{4} & \frac{3}{4} & \frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1 \\ \hline 5\frac{3}{4} & & & \end{array}$$

Tables where the same fraction is taken from some integer, as 10, 11, 12, may be made, after the plan suggested with addition. Where the fraction taken is a unit fraction, the last subtraction will result in zero; but with a nonunit fraction subtracted there will eventually result a remainder fraction smaller than the fraction being subtracted. This would be the case where $\frac{5}{6}$ was continuously subtracted from 12.

$$\begin{array}{l} 12 - \frac{5}{6} = 11\frac{1}{6} \\ 11\frac{1}{6} - \frac{5}{6} = 10\frac{2}{6} = 10\frac{1}{3} \end{array}$$

and so on until the remainder is $\frac{1}{3}$, at which point no more subtractions can be made, because $\frac{1}{3}$ is less than $\frac{5}{6}$.

Pupils can here make matching games, such as described in a previous article, with the combinations described in this article used, as $1 - \frac{1}{2} = \frac{1}{2}$ and others. Such games require the ingenuity of pupils in making them and give them experience in the relationships of these fractions and mixed numbers where they are added or subtracted.

Projects for Graduation and Mothers' Day

The Graduate's Trust

*Sister M. Adolorata, O.S.M.**

[Choral group on stage. Group softly hums. Boy and girl graduate step forward. Music down and under narrator. Spot light on two graduates.]

NARRATOR [boy]: [Over music. With feeling.]

Graduates of 1951,
Graduates of [name of school],
Sacred is the Faith you profess,
Holy is the God you serve,
Yours is a trust
Difficult only if you swerve from right,
But certain of fulfillment if
In deep devotion
You consecrate your lives,
Your hearts, your highest hopes, and fondest dreams

To the fulfillment of that trust,
The attainment of the standards
And ideals your years at [name of school]
Have built within your lives.
No idle waste of time have been these years
If you are loyal to the trust
You bear with you into the world of men.
In loving gratitude to one
Who has withheld no aid from you,
Hold high the glory of the school you leave
And ever bear within yourself
The marks that all the world beholds
To be the insignia of a Catholic youth,
And then an honor will you be
To him who is our pastor, [name of pastor].
[Group hums louder. Over narrator. Then sing selected song. Music down and under narrator.]

NARRATOR [girl]:

Graduates of 1951,
Graduates of [name of school],
We consecrate these lives that
God has blessed for us
To His undying glory,
To the service of mankind,
To the salvation of our own immortal souls,
And everywhere you walk upon this earth
You will carry in your hearts
Remembrance of the training you received
In all the years of younger life
Until the day you crossed into the age
That found you one among the multitude
Striving for gain, greedy for wealth, eager for power
But you will rise above these wrongs
If you hold fast the principles you learned
In years of growth and training in the Christian truths.

In gratitude your thoughts should turn
To those who gave their lives that you might know

The best that life can hold for you,
Faith unsurpassed, Hope ever new,
Love that will guide and guard and bless.

If you would be true, if you would be strong,

Walk firm the ways they have marked for you,

And now let thanks rise up in song
To the Sisters who have guided you.

[Group hums louder. Over narrator. Then sings selected song, perhaps "Thanks be to God." Music down and under narrator.]

NARRATOR [boy]:

Graduates of 1951,
Graduates of [name of school],
These words of ours will fail of meaning,
Become but shallow vessels of good will,
If over all we fail to pledge
Our loyalty to God and to His Holy Name,
Fidelity to Mary, Queen and Mother,
For only with the help of God
And grace won by our Lady
Can we hope that you will walk the road of life

With courage and with faith supreme,
True to the trust your life must bear
To be the best that you can be
For God, for Mary, and for [name of school].

[Group concludes with "Ave Maria."]

Beelzebub Outsmarted

*Sister M. Consilium, R.S.M.**

The devils have been observing and studying the habits of the high school student . . . but they forgot that modern youth can pray . . .

CHARACTERS: Beelzebub, Crowfoot, Stupidjaw, Moloch, Beetlebrain, group of sophs discussing the Rosary.

SCENE I

[Beelzebub, prince of devils, attired in red suit, horns extending from sides of his head,

*Teacher of second-year English, St. Jean Baptiste School, Muskegon 24, Mich.



Some of the "Characters."

sits impatiently on high stool behind the table, writing and looking from his throne to each side of stage entrances. Finally he calls in a stern voice.]

BEELZEBUB: Come! I say come! Crowfoot! Stupidjaw! Moloch! [Crowfoot and Stupidjaw come running in.] . . . Where on earth is Moloch? I have some urgent orders to give you. . . . At that Church on the corner . . . St. Jean they call it . . . the Rosary for peace is said there every noon. . . . Now, that must be stopped [said with great emphasis, accompanied by pounding the table] . . . at least the crowd must be diminished! [Thumps hand on table again.]

CROWFOOT: Hail, Beelzebub [profound bow].

BEELZEBUB: You, Crowfoot, go to the corner gas station, and see that many more St. Jean boys go in for a coke at 12:30 . . . Rosary time. . . . Only eight boys went yesterday. That's a shame! You lazy cohorts of Satan. Why aren't you up and doing?

[Loud and ugly protests come from the assembled devils.]

BEEL: You, Stupidjaw, what's your report on the students that stay in home rooms during the Rosary?

STUPIDJAW [rolling his eyes and hesitating]: Well, some girls were working on their geometry . . . some boys listening to the radio . . . and a reporter was finishing a story for the paper. . . . [rather boastful] No need to urge them to stay away from the Rosary. . . . They claim a good excuse. . . .

BEEL [very angry]: That's not the point. . . . Take no chances . . . or the Communists will never make any progress in this country. . . . You . . . over there, Moloch . . . get the gossipers going. Keep them on the corner . . . let them ruin somebody's reputation.

MOLOCH: Don't worry about that! I've got a million ideas. [Aside, to some devils near] Who does he think he is? I've been doing all right lately. [Turning to Beelzebub] Say, why do you give me the easy jobs? Why the boys will stay away from the Rosary without any urging. . . . But the girls! etc.

BEEL: Stop! I'm the big boss! We've got to make trouble everywhere . . . and St. Jean is a good place to start. . . . Too bad to let so many fine looking boys and girls get away without getting at least a few started on the road to hell. . . .

BEETLEBRAIN [rushing in]: See the big list I've got. . . . The names of two girls from this school in their all-out bargaining for formals . . . the style the Church disapproves . . . the Rosary is the last thing they're thinking about. . . . Ha! Ha! Ha!

And here's the name of a prominent fellow in that high school who attended the Rosary several times, but I convinced him that regimentation is un-American. At first he said the Rosary at home but now he's forgotten all about it. Ha! Ha! Ha!

*Holy Name Convent, 2904 N. 45 St., Omaha 3, Neb.

BEEL: Now to work. . . All of you!
 [As the others start off reluctantly as devils do, Beelzebub stays behind with one of the devils to plan. . . While they plan, a group of girls and boys come on stage (right). . . While the following conversation goes on. . .]

SCENE II

[Group of girls and boys come on stage. . . Speaker looks at wrist watch.]

CECEILE: It's 12:21. . . We can't miss the Rosary this week. . . the week that the World Crusade for peace is on. . .

MARY ANN: Yes, according to *The Sunday Visitor*, 4,500,000 have already pledged the Rosary for Peace Among Nations and for God's Blessings on Homes.

ROSEMARY: Father Peyton certainly knows how to get people praying. . . movie stars and all. . .

DONNA: Think of it! England, Ireland, Scotland, France, Portugal, Spain, Italy, and Germany. . . all showing an alert interest in the Rosary Crusade!

JIM: They all know our Lady's promises about Russia. 'Twould be great if we could plan on something else besides going to war!

HAROLD: Remember. . . the power of the Rosary broke the back of the Mohammedan invasion and brought victory at Lepanto when all Europe seemed lost to Christendom in the sixteenth century. . .

[Just then another group comes on the stage. . . all talking and laughing etc.]

RUSSELL: Hi! Where're you going?

MARY ANN: To the Rosary. . . It's the sophomore's turn to lead it this week, too.

LAWRENCE: Oh! There's plenty time!

SHIRLEY: No, sir! Better hurry or we'll be late. . . [Voices trail off as they leave. All during this time the devils have been peeping in and listening from entrances at rear of stage—showing various reactions and emotions—disgust, surprise, doubt, etc.]

SCENE III

[Devil's return].

BEELZEBUB: Ha! They've gone! [with great disgust]. I knew it was all talk! They've forgotten all about the Rosary.

CROWFOOT: We're safe!

MOLOCH: They wouldn't give up any noon-time pleasure. . . They're too selfish. . .

BEETLEBRAIN: We've got them where we want them! Communism will triumph! The atom bomb will do its work!

CROWFOOT: Ha! We'll soon have lots of devils to help us. . . Ha! Ha! Ha!

[Just as the room is filled with diabolic laughter, the back curtain opens, showing boys and girls grouped around a statue of our Lady. All of the kneeling group make a big sign of the Cross. They begin the Rosary. . . Devils react as devils do. . . admitting defeat.]

We're beaten! We're defeated! We can't work against the Rosary!

[Devils slink off. . . Rosary continues for about a decade, then a phonograph record, soft while last three Hail Marys are said, Our

Lady of Fátima. . . Students remain where they are praying. . . Their voices grow soft, but lips move. . . Hymn continues for a short time or as long as desired, then gradually fades as back curtain closes. . . then front.]

[Curtain]

Mary Our Queen

Sister M. Verene, O.S.F.*

SCENERY: A living room of a modern home of a family with a moderate income—couch, chairs, table, radio, picture on wall (not religious).

CHARACTERS: Mother and three children—Mary age 11, Margaret age 9, and Billy age 7.

TABLEAUX CHARACTERS: Blessed Virgin Mary, St. Joseph, the Infant Jesus, Angels, Simeon, the Boy Jesus, and a few Doctors of the Church and the choir.

TABLEAUX: The Annunciation; the Visitation; the Nativity; the Presentation in the Temple; the Finding of Our Lord in the Temple.

Scene I

[Mother is sitting in a comfortable chair knitting. The radio is playing softly. The children are about the table doing their homework. Margaret breaks the silence.]

MARGARET: Mother, for our homework we are to write a story about our heavenly Mother. I do not just know what or how to write what I would like to write about her.

MARY: What would you like to write about her?

MARGARET: I would like to write about her as Queen but she has so many titles as Queen.

MOTHER: How many titles can you recite?

MARGARET: Oh, that is easy. I can say all those we say in the Litany because we say them everyday in school. They are: [Counts on fingers.] (1) Queen of angels; (2) Queen of patriarchs; (3) Queen of Apostles; (4) Queen of martyrs; (5) Queen of confessors; (6) Queen of Virgins; (7) Queen of all Saints; (8) Queen conceived without original sin; (9) Queen of the Most Holy Rosary; (10) Queen of peace. There that is all.

MARY: 100 per cent. I didn't know that I had such a bright sister that knew the Litany by heart.

But why don't you write about her as our Queen. She should be our Queen and we should pray to her as such. We ought to have her statue in here and crown her as our Queen; couldn't, I mean, may, we, Mother? [She rises and looks about the room.] We haven't

a thing in here in honor of anyone. We ought to say the Rosary too. That is what Father said in church Sunday. What do you say, Mother?

MOTHER: Well, I haven't given that much thought. Then, too, it doesn't seem to be the style to have many pictures on the wall. [Slowly as she thinks she rises and walks to a corner of the room.] We could put an end table here and put that new statue of the Blessed Mother we got for Christmas from Aunt Joe on it.

MARGARET: Oh, Mother, may we? Where is it? I'll get it at once.

MOTHER: You had better let Mary get it. It is still in its wrapping paper in my closet upstairs. I'll get the end table from the other room and put a nice table cover on it.

MARY: Oh, goody. I'll go right up and get it. Wish I had wings. I'd fly up those steps.

MOTHER: My, oh, my. You do go fast enough. Take care or you will fall and break it.

MARGARET: I still have the crown you made last year for the May crowning in our classroom. I'll get that and then we can crown her as our Queen. Billy you look around for some rosaries. They are supposed to be in our dresser in our room.

BILLY: O.K., Marge.

[Curtain closes. As it closes and while it is closed the choir sings the hymns in honor of our Blessed Mother, preferably "Our Lady of Fátima," and "On This Day, O Beautiful Mother."]

Scene II

[The statue is in the corner on the end table. Otherwise the scenery is the same as in scene one. A little more room at one end of the stage could be made for the tableaux. As the curtain opens Mother, Mary, and Billy are kneeling by the statue, and Margaret is placing the crown on the statue's head as they sing "Mary We Crown Thee."]

BILLY [when the song is completed]: Now may I lead the Rosary?

MARY: Oh, Billy, you do not know how.

BILLY: I do too! Besides you girls think you can have everything to say just because I'm little. I've been pretty quiet all evening. It's my turn now. Mother, may I lead? Sister taught us how in school.

MOTHER: Yes, Billy, you may and if you don't know the mysteries Mary will say them for you.

MARGARET: Don't forget in between the decades we say: "O Jesus, forgive us our sins. Save us from hell. Draw all souls to heaven, especially those in greatest need."

MOTHER: All right, Billy, start the Rosary.

[On the opposite side of the stage that



Mary we crown Thee as Queen of our home bless us today.

*St. Peter School, Eagle River, Wis.

they are reciting is the tableau of the Annunciation. As the last Hail Mary is recited the characters of the tableau leave the stage and those of the next mystery enter. These, in turn, stay until the last Hail Mary of that decade, then the others enter, etc. At the completion of the Rosary they all rise and sing a Blessed Mother hymn. Then Mary speaks]:

MARY: Mother, may we say the Rosary here every evening? Will Daddy say it with us too? You know Father Peyton says that the family that prays together stays together.

MOTHER: One question at a time, dear. There is no danger that our family won't stay together. However I'm sure that Daddy will say it with us every evening except when he has to go to some business meeting like tonight.

BILLY: May I lead?

MOTHER: Now, Billy, you did quite a nice job this evening, but I think it will be better if we take turns. Not so, Billy?

BILLY: Yes, Mother. And now Marge can write about the Queen of our home.

[Curtain closes as choir back stage sings a Blessed Virgin hymn.]

A Playlet for Mother's Day

Sister Jeanne Marie, O.S.B.*

PLACE: A classroom or stage in the auditorium.

TIME: Mother's Day—in the afternoon.

CHARACTERS: Children of a class—as many as the teacher wishes.

[As the curtain opens several children are decorating the Blessed Virgin's altar.]

EDNA MAE: Here it is Mother's Day! Time goes by so quickly, that it hardly seems possible that it is here already.

JANE: I just love Mother's Day. Did you know, Edna, that in every city and village of America a day in May is set aside to honor mothers?

PATRICK: What a glorious word is "mother"! I think it stands for love, safety, and beauty. In every land, far and near, Mother is the guiding star. She helps us to become great, strong, and true. She is our best friend.

[As Patrick is speaking Patricia, Marlene, Howard, Karen, and Dolores enter.]

PATRICIA: Yes, Howard, Mother is my best friend. I know that. I see that you are decorating our Lady's altar for Mother's Day.

DOLORES: I wonder who started Mother's Day?

MARLENE [bringing flowers over to the girls]: I know a little bit about Mother's Day, Dolores. Miss Anna Jarvis of Philadelphia started Mother's Day in America in 1908 to honor her mother. She thought that others would like to do something for their mothers on a special day too.

KAREN: And I know a little bit more,

Dolores. After a while the second Sunday in May became known as Mother's Day. Woodrow Wilson signed a proclamation on May 8, 1914, designating the second Sunday in May as Mother's Day.

[Another group of children enter bringing more flowers to be placed on our Blessed Lady's altar.]

JANE: Who do you think was the greatest Mother on earth?

MARY JEAN: Oh, there were many great mothers. I think a wonderful mother was St. Anne. She must have been a good mother to have the Blessed Virgin for her daughter. You know, Like Mother, Like Daughter. Patricia Anne, you're fortunate to have Anne in your name. You have a great saint to watch over you.

HOWARD: One saint I like is St. John the Baptist. He was a real man. I'd like to grow up to be a real missionary as he was. He wasn't afraid of anything or of anyone. He owed his courage to his mother, St. Elizabeth. When our Lord said, "There was none born greater in the world than St. John," St. John could have replied, "All that I am my mother made me"—as John Quincy Adams said.

ELAINE: Lincoln said something like that too, Howard. He said, "All that I am or hope to be I owe to my mother." I'm sure that if she hadn't encouraged Lincoln when he was a little boy he would never have grown to be the wonderful man he was. Did you know that his mother taught him to read? The first book he read was the life of Washington and he was so impressed by Washington's manliness and courage that he made up his mind to be a great man too.

LAVERNE: And Washington's mother taught him to be obedient because he did what she asked him to do. He obeyed his mother when she asked him to give up the idea of going to sea. His sense of obedience helped him to become the "Father of Our Country." It takes a great deal of courage to be obedient.

BETTE: I think Father's [name pastor] mother was a lovely mother. A mother who has a son who becomes a priest is truly a very worthy woman. Father's mother certainly taught him to be kind and generous. He is so good to us.

MARGARET: The Sisters' mothers were examples to their daughters, I'm sure. They must have taught their little girls to love God very much in order to have their daughters consecrate their lives to Him. These mothers must have loved God too.

EVELYN: Mothers are the most wonderful people on earth. No one can deny that.

RONALD: Just look at our mothers. How they work and make sacrifices for us! If we don't grow up to be good citizens of the United States and become future citizens of heaven it won't be our mothers' fault. They are so patient and kind to us. Our mothers haven't a very easy job trying to bring us to be worthy of the Catholic faith. So hats off to our mothers.

EVERYBODY: Three cheers for our mothers.

MARY JEAN: You mentioned many wonderful mothers, and these were all great women.

But we know that the Blessed Virgin was the greatest mother who ever walked this earth.

KATHLEEN: Oh, you're right, Mary Jean. The Blessed Virgin was the mother of the Second Person of the Blessed Trinity. She was a model of purity and humility. And oh, she suffered so much. Mary suffered all her life and she never complained. Just think how obediently she followed St. Joseph into Egypt when our Lord was just a little baby.

EVELYN: And the Blessed Mother took such good care of her Little Son all during His childhood, and when He grew up and had to be about His Father's business she still took care of her Son and her prayers followed Him wherever He went on His mission. I just love to think of the Blessed Mother up in heaven taking care of me now and praying for me.

RONALD: Oh yes, Evelyn, you're right. God was good to give us His Blessed Mother to be our mother too.

DOROTHY: This is the month of May. Let us show our love for the Blessed Mother by crowning her Queen of May.

JACK: Mary Jean has been making a crown out of the little flowers that she brought. She should crown the Blessed Virgin.

[Mary Jean places a wreath of flowers on the statue of the Blessed Virgin while the others sing, "O Mary, we crown thee with blossoms today." Any other hymn may be used.]

[Curtain]

A Mothers' Day Gift

Sister Charles Maurice, O.P.*

The first graders were so enthusiastic with the erection of a May altar in their classroom that they wanted to make one for their own mothers. This solved the problem of a Mother's Day gift. The following week was spent collecting cigar boxes, paint brushes, enamel, and hammers. Toward the end of the week we had collected enough material to begin work on our project. The last period of every afternoon was devoted to painting and carpentry. The lids of the cigar boxes were nailed on so they would remain open to form the background of the altar. One group hammered, another group painted, while still another group decorated the front of the altar with little blue crosses in the center and pink rosettes in each corner. When this project was completed, we began work on our statues.

In order to have the right size of statue for the altars I made the molds with rubber cement. The reading period was devoted to learning and reading the following directions:

1. Fill mold heaping with powder; pour into glass bowl.
2. Fill mold three-fourths with water and pour slowly over powder.
3. Stir until smooth and pour into wet mold.

*St. Joseph School, Bradley, Ill.

*St. Francis School, Brainerd, Minn.

4. When firmly set—about thirty minutes—Sister will remove the mold. A group of five children was able to work together—each having a mold, a cup, and a bowl. The children enjoyed measuring the cups of water and powder. No one was allowed to make a statue unless he first read the directions aloud. It was surprising how quickly the pupils learned such words as measure, powder, bowl, pour, and smooth. Since Mary's outstretched hands made it difficult to remove the mold without breaking the head, the teacher's aid was required for this part of the work. Some of the children decided to paint Mary's mantle blue, but most of them left the statues white. Small lace doilies were placed under Mary and two birthday-cake candle holders with blue or pink candles were placed on either side of the statue. On Friday afternoon Father Bernau blessed their May altars and told them how happy the Blessed Mother must be with their little project. Immediately after Mass on Sunday, 66 surprised mothers received one of their most cherished gifts, an altar of a beloved Mother to a dear mother.

SCHOOL NEWS

Simplify Catechism Language

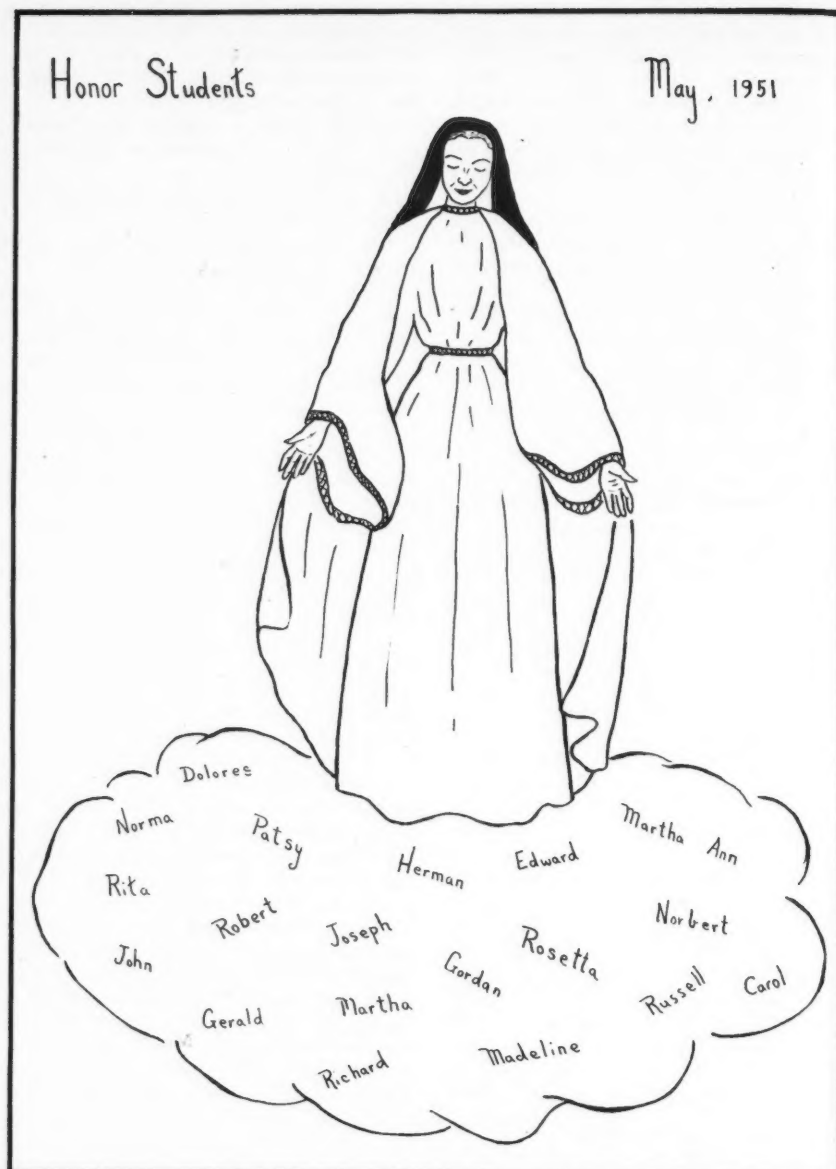
Teachers of the Cheshire branch of the Catholic Teachers Association in England are calling for a simplification of the wording of the catechism to stem the flood of children who lapse immediately after they leave school. They described it as an "Iron curtain between the child and the knowledge of its Maker." The teachers passed a resolution to this effect in view of the 25,000 children—half of the annual school leavers—who are lost to the Church every year.

Agriculture in High School

Xavier High School, Dyersville, Iowa, now offers comprehensive courses in agriculture in addition to regular cultural courses, home economics, and training for business.

The faculty of the school consists of three priests, three laymen, and seven Sisters. One of the laymen has taught manual arts and agriculture in public schools for ten years; the other two are veterinarians, with agricultural training at Iowa State College.

The laboratories and shops of the school are well equipped, due to the generosity of the members of the parish and in particular to gifts of several local merchants.



An honor Roll for May. Design submitted by Sister Jeanne, O.S.B., St. Vincent School, Hattiesville, Arkansas.



The first graders at St. Joseph School, Bradley, Ill., made May altars as Mothers' Day gifts. Left: Reading recipe and directions; right: Waiting to present the gifts to their mothers. Dominican Sisters of Springfield, Ill., are in charge of the school.

Minute Meditations

*Sister M. Amatora, O.S.F., Ph.D.**

LIVING WITH MARY

May 1. Avoid Sin

Today the Church honors two Apostles, Saints Philip and James. Philip was the one to whom Jesus said at the Last Supper, "Philip, who sees Me, sees the Father." James was made the bishop of Jerusalem.

You know that Jesus and the Father are united in the one God. Jesus also remains in your soul so long as it is free from sin.

Ask Mary to help you today to avoid all that would displease Jesus.

May 2. Love Mary

St. Athanasius was a Doctor of the Church. He spoke against the heretic, Arius, and declared Christ to be the Son of God. Mary, the Mother of Jesus, was thus the Mother of God.

All during the month of May, have a great devotion to the Blessed Mother. Think of her often during the day.

Say a special prayer to Mary each evening before you go to bed. Tonight sing a song in her honor.

May 3. Finding of the Holy Cross

For many years after the death of Christ, the Holy Cross was buried, but no one knew where. Finally, St. Helen went to Jerusalem and had men dig until the true Cross was found.

St. Helen's son, the Emperor Constantine, gained a great victory through the Cross. All Mary's children love the Holy Cross.

Make the Way of the Cross today in union with Mary.

May 4. Mary, My Mother

Another mother, St. Monica, had a son who lived a very wicked life for many years. His mother prayed for him all those twenty years. Later he became the great St. Augustine.

No matter what your past life has been, Mary, your Mother in heaven, has been praying for you.

Promise Mary today that you will never go to bed without saying three Hail Marys in her honor.

May 5. The Neighborhood Rosary

The pope, St. Pius V, had a true devotion to Mary. After a great victory of the Christian armies at Lepanto in 1571, he instituted the Feast of Our Lady of Victories. Later, this became the feast of the Holy Rosary.

The Rosary is more powerful than the A-bomb. It can save the world today, if everyone would pray it often.

Get together all the children who live in your neighborhood, and then take turns in leading the Rosary each evening.

May 6. Suffering for Jesus

The Roman Emperor had St. John thrown into a tank of boiling oil, near the Latin Gate. But God worked a miracle and John came out unhurt.

This is the same St. John who stood with Mary beneath the Cross on Calvary. He suffered much for love of Jesus.

Jesus asks you also to be willing to suffer something for His sake. Offer Him, through Mary, your next suffering in silence.

May 7. Love the Mass

St. Stanislaus rebuked the king for his wicked life. This made the king so angry, that he rushed into the church and slew Stanislaus while he was saying Mass.

Never be afraid to stand up for the rights of God and His Church. The holy Sacrifice of the Mass will give you strength for this.

Resolve to go to Mass daily, and assist at it in union with Mary.

May 8. Fight for God

About the year 525, St. Michael the Archangel appeared on Mount Gargano in Italy, and asked that a church be built there for the worship of God. Many miracles were worked at this place.

St. Michael still fights for God and His Church against the forces of Satan and his followers.

Say the prayer to St. Michael after Mass each day with great devotion, that God may soon reign in the hearts of all men.

May 9. Form Holy Friendships

St. Gregory, who later became Bishop of Nazianzus, was a famous educator. He was a close friend of another learned man, St. Basil the Great.

People often become like to their companions. Now is the time for you to choose friends among those children who are good, honest, and truthful.

Be a leader to your friends in showing them by your example that you have the courage always to do what is right.

May 10. Mary, My Guide

At the age of 16, St. Antoninus became a Dominican. Later he was so well known for

his guidance of others, that he was called "Antoninus of Counsel."

Mary, too, is called the "Mother of Good Counsel." Whenever you are in doubt, just pray to her, and you will soon know what you should do.

Pay a visit to Mary's altar today, and ask her to give you the strength to follow her counsel.

May 11. Go to Joseph

Joseph lived many years with Jesus and Mary. On the third Wednesday after Easter, the Church celebrates his feast called "The Solemnity of St. Joseph." He is the patron of the whole church. He is also patron of a happy death.

St. Joseph lived and died with Jesus and Mary. You should also pray to him for the Church and for the dying.

Go to Joseph today, and ask him to be your protector in life and in death.

May 12. Live for Jesus

St. Pancras was only 14 years old when he was arrested in Rome and put to death by the Emperor Diocletian because he would not offer sacrifice to the pagan gods.

You are not asked to die for your faith today. But do you always live each day for Jesus only?

As soon as you awaken each morning, offer to live for Jesus, through Mary, for that day.

May 13. Study for Jesus

St. Robert, whom the Church honors today, was a great teacher. He wrote many books against false teachings. His catechism was translated into forty different languages.

Most of your day is spent in school studying. You can offer each one of your lessons as a good work to Jesus.

With Mary at your side, think of Jesus just for a moment as you start each new lesson.

May 14. Modern Martyrs

St. Boniface suffered much for Christ. His body was torn with iron hooks, pointed reeds were thrust under his nails, and molten lead was poured into his mouth. At last, he was beheaded.

Today many Christians are also suffering in many countries where God is cast out.

Pray earnestly today that God may give courage and strength to our many modern martyrs.

May 15. Pray for Vocations

St. John Baptist de La Salle spent his days in teaching the children and his nights in prayer. He founded the "Brothers of Christian Schools" who today teach in many lands.

Many children today do not have Catholic schools nor Christian teachers. Thank God that you are blessed with both.

*Professor of Psychology, St. Francis College, Fort Wayne 8, Ind.

Form the habit of saying three Hail Marys every day for vocations. Many boys and girls are called by God to the religious life, but lack the courage to follow the call.

May 16. Little Things

St. Ubaldo lived in Gubbio, the town in Umbria where St. Francis tamed the fierce wolf. Even to the present day, the body of St. Ubaldo has remained incorrupt.

God shows His deep regard for His saints in many ways. You, too, are called to holiness, and can become a saint just by doing every little daily duty for the love of Jesus.

Pray to Mary for this grace today.

May 17. Mary's Child

At the age of twenty, St. Pascal Baylon entered the Franciscan Order. His greatest devotions were to the Blessed Virgin Mary and to the Blessed Sacrament. He worked many miracles, and even foretold the day of his death. Pope Leo XIII made him patron of all Eucharistic Congresses and works.

You, too, can be Mary's child, if you are faithful to your duty. Strive to increase your love for the Blessed Sacrament.

Make an extra visit to Jesus in the Tabernacle today.

May 18. Make Sacrifices

A boy of 15, St. Venantius, was led before the pagan governor and put to cruel torments. But angels came and assisted him. Many of his tormentors were converted at his patience and courage.

God always gives the help we need, if we but ask Him. Today God also asks us to make little sacrifices and to do penance for the sins of mankind.

Pick out some little act of sacrifice for each day of the week, and pray to your angel to remind you of it.

May 19. Be Humble

Peter was still in his early teens when he withdrew into the desert to pray and to live only for God. Later many young men gathered there, too, to learn virtue from him. Finally, he was called to become Pope, and took the name of Celestine; but later, "placing humility above that elevation," he resigned.

Learn from St. Peter Celestine not to care for earthly honors, rewards, and prizes.

Do one little act of humility today.

May 20. Convert Sinners

As a child, St. Bernardine of Siena had a great devotion for Mary, the Mother of Mercy. He loved purity above all, and even though he was always meek and friendly, he was angry if anyone acted immodestly. As a Franciscan priest, he preached the Holy Name of Jesus.

Always reverence the Holy Name of Jesus.

Pray to the Mother of Mercy to prevent sins of impurity in the world today.

May 21. All for Jesus

Jesus remained on earth forty days after Easter, and then went up into heaven. There He prepares a place for all who love Him and do His will.

You can show that you love Jesus when you do all your actions for Him.

When you study, when you play, and when you work, think of offering it all for Jesus.

May 22. Live With Mary

After the Ascension, Mary and the Apostles remained in the upper room and prayed for ten days for the coming of the Holy Spirit.

Learn from Mary how to make a good novena. If you live in union with Mary, you can be sure your prayers will be answered.

Start a novena today for all priests and bishops, as they are the successors to the Apostles.

May 23. The Holy Spirit

On the tenth day of their novena, the Holy Ghost came down upon the Apostles in the form of fiery tongues.

You also received the Holy Spirit in the Sacrament of Confirmation. This Holy Spirit will remain within your soul as long as you are free from sin.

Often pray today to the Holy Spirit, especially when tempted to sin.

May 24. Walk With Mary

After the Apostles received the gifts of the Holy Spirit, they were no longer afraid, but preached about Christ openly. Soon they converted thousands to the teachings of Christ.

Mary remained with the early Church to help the Apostles in many ways. She will also help us as long as we call upon her. Today she is honored as Our Lady, Help of Christians.

When you go to school today, walk with Mary; tell her your needs and ask her help.

May 25. Mary's Priests

St. Gregory VII was a Benedictine monk, who later became Pope. One day while he was saying Mass, the Holy Ghost appeared above him, in the form of a dove. Later he was banished by wicked men and died in exile.

The Holy Ghost will always be with those who love justice, and do what is right.

Pray your Rosary today, asking Mary to assist all priests and religious.

May 26. Play for Jesus

If there is a comical saint in heaven, it must be St. Philip Neri, for he was always happy, and would joke with the young men whom he taught how to live always in union with God.

When Jesus often spoke with Philip, his joy became so great that he would exclaim, "Enough, Lord, enough!" You, too, can offer all your joys, your fun, your games, all your play for the love of Jesus.

Take Jesus along to the games, and show Him how hard you can play.

May 27. Mary, My Teacher

Another learned Doctor of the Church was St. Bede. Even during his lifetime, his writings were read in the churches. He also had devotion to Mary.

Before the month of Mary draws to a close, make your plans for continuing some little devotion to her daily. Perhaps it will be a short visit to her shrine in the church.

Pray today to Mary to help and inspire all preachers.

May 28. Help the Missions

St. Augustine of Canterbury went with forty of his monks to England to convert the people to Christianity. On one Christmas Day, he baptized more than ten thousand.

In the world today, there are still many people who have never heard about Christ. You can pray to Mary to inspire more young men and women to become missionaries.

Do one thing today for the missions.

May 29. Do Penance

St. Mary Magdalen of Pazzi consecrated herself to Christ at the age of ten. Later when she was a nun, her motto was: "To suffer, not to die!" She suffered much for the salvation of infidels and sinners.

God has shown how pleasing penance is to Him. Her body, which she mortified in every way, is still preserved intact to our day, nearly four hundred years since she died.

Resolve tonight to practice some little penance every day.

May 30. Mary Our Helper

St. Ferdinand III, king of Spain, ascended the throne when he was only twenty years old, but he ruled with great wisdom. During his reign, he had to wage war against the Mohammedans, who threatened Christianity. For this he called on the powerful help of Mary, and was successful.

You see from this that you can be a saint in any walk of life. Just make up your mind to take Mary as your helper and keep on trying.

Pray today for all rulers of nations.

May 31. Mary, Mediatrix of All Graces

St. Angela entered the Third Order of St. Francis at the age of 13 and lived a life of prayer and penance, besides teaching religion to children. The Franciscan Orders have the special feast of Mary, Mediatrix of all Graces, also on this day.

Follow the example of St. Angela and all Franciscan saints in having a great love for Mary, your Mother. All graces you receive from God, come to you through Mary's hands.

Plan today to keep Mary for your special patron every day of the year.

The 1951 Convention of the National Catholic Educational Association

Edward A. Fitzpatrick *

The forty-eighth annual convention of the National Catholic Educational Association was held in Cleveland, Ohio, March 27-30, 1951. At the same time was held the annual meetings of the National Catholic Music Educators Association, and a one day meeting (March 29) of the Catholic Business Education Association. The theme of the general association was "Human Rights and Education" but neither of the other associations were drawn from their main tasks by this theme. The annual meeting of the Catholic Music Educators Association had another of its remarkable diversified and practically helpful programs with concerts, recitals, films, class demonstrations, rehearsals, rhythm and folk-dancing demonstrations, workshops that are workshops, and special objects. The music teachers who attend the convention must come away greatly helped which is not always or generally true of those in attendance at conventions.

Pontifical High Mass Opens Convention

The National Catholic Educational Association theme was announced and discussed at the solemn pontifical Mass which opened the convention. The celebrant of the Mass was Most Rev. Edward F. Hoban, S.T.D., bishop of Cleveland, the host of the convention, and an excellent host and patron he was. Rt. Rev. Msgr. Frederick G. Hochwalt, the secretary general of the Association, preached the sermon.

Bishop Hoban's Opening Remarks

Bishop Hoban centered his opening remarks on good citizenship. He said:

Mankind is floundering desperately in the morass of a self-created disorder.

The subject of human rights is of capital importance today when so many people are actuated by the fatal principles which consecrate material power as the supreme law of the world.

The world must realize that armed force can subdue a nation, but only the lofty principles of morality and justice can bring that subdued nation in the bonds of brotherhood with other nations. . . .

Your discussion and deliberations should advance the cause of good citizenship—the citizenship of earth and the citizenship of heaven.

Msgr. Hochwalt in Keynote Address

The keynote address on the theme of the convention was made by Msgr. Hochwalt in

a sermon at the Mass opening the convention. He said:

During these days we are met together for the forty-eighth time in a national conference, and the focus of our discussion will be found in the question of human rights. Indeed there is no great need to



Chase News Photo, Washington, D. C.
Most Rev. Francis P. Keough, Archbishop of Baltimore, was elected President of the N.C.E.A.

prove that the questions of human rights and human duties are of prime concern to the teaching profession. The charge that our profession places upon us should be proof enough of the necessity of that interest. The immediate reference to the problem, however, arises from the emphasis that is being given to human rights by the United Nations, UNESCO, and other related international organizations. The problem is definitely a Christian concern; it is of paramount importance in the educational structure because of the very nature of Christian education.

The questions of human right and human dignity are approached from "opposite polarities." One opposition is between those who believe in the natural law and those who do not. It is a great difficulty to reconcile these views or to secure co-operation on a practical level.

The confusion, Msgr. Hochwalt continues, really begins with the point at which philosophies begin. The Christian philosopher starts with God, and having accepted God as the Creator of the human race accepts likewise that He has charged man with obligations arising from his personal dignity, from his immortal destiny, and from his relationships as a social being. These obligations are in reference to the Creator, to himself, to his family and fellow men, to the State, and to the

community of states. For the fulfillment of these obligations man is endowed with certain natural inalienable rights. These obligations and rights form the substance of the natural moral law which can be known by reason. One of the greatest points in this philosophical belief is the conception that obligations and rights are correlative, for at all times the obligation to respect the rights of others operates against the arbitrary use of rights.

Even the voices of Catholic educators are muted in the struggle for human liberty and fundamental freedoms. Msgr. Hochwalt says:

Let us for a moment look at the intellectual leadership that we educators are capable of in this struggle to present most convincingly the arguments for the rights of men. When we speak professionally as political scientists our voices are not diminished, our professional stature is not easily dismissed; but in the ordinary prosecution of our daily tasks, the Christian voice is very often muted beyond hearing or beyond recognition. Why should this be so? Is it truly necessary for us to be so involved in the humdrum housekeeping of Christian life and Christian teaching that we lose our sense of perspective, spending all our time converting the converted, leaving the market place and the battle of dissenting voices to others less blessed and less endowed than are we. Where are the mission voices that once cried the virtues of Christ and His faith? Are they modulated now to polite discussions behind closed doors in the safety of an atmosphere that is at once cozy and stagnant? If the Pauline mission had been limited to the arena of polite persiflage and friendly bickering, the early Church would have deteriorated into a mutual admiration society destined to obscurity and final rejection. What I am saying, of course, is that very often our Christian teachers are highly respected in certain esoteric circles but all too often have little influence in the larger arena where the battle for human rights must be fought and won.

Bishop O'Hara Dissents

Hardly had Msgr. Hochwalt's voice died out in the arena of the Cleveland Archdiocese before a voice of dissent was heard. It was the voice of Bishop John F. O'Hara of Buffalo. He said:

The world has a parliament today, but its tongue is in its cheek. It dare not mention God. It proclaims the lofty purpose of maintaining peace and justice and establishing human rights, yet it excluded the Source of Justice and the Author of Rights. The Declaration of Human Rights adopted by the United Nations General Assembly on December 10, 1948, makes no mention of the Source of Rights in its wordy preamble—leaving rights hanging

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in the air, as it were; on the contrary, it reveals its statism when it says, in the eighth article: "Everyone has the right to effective remedy by competent national tribunals for acts violating fundamental rights granted him" — mark the words — "granted him by a Constitution or by Law."

The thirty articles of this Declaration of Human Rights are a strange hodgepodge of compromises and appeasements. Some of the articles can mean little or nothing to some of the nations that approved them. The boy Lincoln, brightening his fire with spice wood to read his Bible, would have had little patience with this document. In fact, he might have spared his spice wood and used the Declaration to light up his reading of the Sermon on the Mount.

Clare Boothe Luce on Communication and Human Rights

Bishop O'Hara's speech was the first of the afternoon session which was in the form of a civic reception. The local authorities welcoming the delegates and particularly the superintendent of the public schools, Dr. Mark C. Shinnerer, who was especially gracious, showed a fine spirit, and expressed a warm tribute to the diocesan superintendent of schools, Rt. Rev. Msgr. Clarence E. Elwell, who did a very good job as general chairman of the convention committee. Two other speeches were delivered during this first afternoon after an excellent musical interlude. Clare Boothe Luce, with charming personality, pleasant voice, and fine platform presence, discussed "Communications." She discussed how the great communication machine is used to destroy human rights; it fails to give primacy to human values:

The great machine—radio, television, motion pictures, newspapers and magazines—is unwittingly being used to destroy human rights and dignity and Catholic educators must fight the "materialistic nitwits" who direct them.

But now, watchman of the night, Catholic educators, how have you fared in the battle against human dignity that rages in man's third world, where the enemy attacks his emotions and senses and by vulgarizing his human sensibilities subtly undermines his sense of human rights?

Nowhere is this indirect onslaught on human rights more terrible than right here in America. Here it is launched by a great machine—"communications"—an educational machine more powerful because informal: radio, television, motion pictures, magazines, newspapers, ahead of the news and behind the news letters.

... It does not defend human rights because it does not give primacy to human values.

Father Murray on Democracy

The third speaker at the civic reception was Father John Courtney Murray, S.J., who is becoming a perennial on this program. He spoke on the implications of democracy. He said in part:



Sister M. Madeleva, C.S.C., President of St. Mary's College, Holy Cross, Ind., spoke on "Human Rights and the Teacher."

The schools must today teach the meaning of Christian freedom. Second to this end the school must itself be an apprenticeship in Christian freedom.

The error growing out of the concept of the self-sufficient man in a democracy was pointed out:

Consciously and unconsciously democracy is being transformed into the political and social organization of a great error, whose source is in the pagan darkness that always lingers, never clarified, in the mind of man. I mean the ancient idolatrous error of the self-sufficient man, who regards himself as sole architect of his own freedom, single author of the values that govern his life, ultimate judge of right and wrong, true and false . . . contemporary ideology is most vocal in its assertions of human rights and most sincere in its aspirations toward freedom.

And the fatal results of ignorance of God and its devastating social effects were indicated:

It does not deny God, but surely it ignores Him. Surely this fatal ignorance is being installed at the center of the democratic idea, as a fatal corruption. Ignorance of God has acquired status in public law. It is woven into the natural mores. It is socially accredited in institutions. The man ignorant of God has become a social type and his ignorance is socially transmitted by a multitude of social mechanisms, not least perhaps by the central institution of education. The democracy which owed its origins to spiritual insight now trusts its future to spiritual ignorance.

And showing in striking language the significance of the laity in the Church and in American society, he continued:

"The Church," said Pius XII with all the boldness of one who knows basic truth, "is the vital principle of human

society." By the Church, here he means the Christian laity, who, he says, do not simply belong to the Church, but are the Church (a doctrinal statement which finds little institutional echo in our highly clericalized American Catholic society). The Church is to the soul of human society, its animating principle, the living source of its freedom—through the foreman of a people which is lay and Christian and free, lay in Christian manner, Christian in a lay style, free with a lay Christian freedom. Such a people, can save society and its freedom, redeem the promise in the Great Hope, carry the Great Experiment to new liberating achievements.

In any event, however limited the efficiency of the school, it can still make a very real and very necessary contribution to the formation of a free Christian people. It can teach the idea of Christian freedom, it can itself be an apprenticeship in Christian freedom.

The Christianization of the modern commonwealth must be effected from the bottom up—by men of the world who live in the Church and wield only the sword of the spirit; they must carry the Gospel to the people and the Church to the world, to bring the two societies, Church and State, into a harmony of order, under reciprocal respect for each other's freedom.

The school can teach, first that man is free because he is the image of God. Human freedom is sacred because it has sacred origin. And its sacredness is preserved at the price of discipline—the discipline that a man freely imposes on himself from within, because of his reverence for himself, which demands that he be true in action to the divine image stamped upon his nature.

The U. S. Attorney General's Speech

The final speech of the convention was made by the distinguished Attorney General of the United States, J. Howard McGrath. The subject was American freedom and human rights. He spoke as "one who has been in public life for many years and is now privileged to be the chief law enforcement officer of the United States." It was frankly international in spirit and somewhat legal. It emphasized the points of view of the United Nations and its agencies. There was no effort to apply the matter to education as indeed the assigned topic did not require it. Some of the passages emphasizing Mr. McGrath's main points were:

If American freedom disappears, human rights everywhere will disappear. Conversely, if human rights are permitted to die elsewhere in the world, American freedom may soon perish. . . .

The Declaration of Human Rights made by the General Assembly of the United Nations must continue to be the yardstick for the attainment of freedom.

He becomes almost rhapsodic about the UN Declaration though he elsewhere regrets that nowhere in the preamble is there any reference to Divine Providence:

What is significant is that today we Americans have accepted the principle that

by reason of our agreeing to the United Nations Declaration of Human Rights, we have a legal as well as a moral concern for the freedom of people everywhere.

It is hardly necessary for me to indicate to you the importance of the international Declaration of Human Rights. It is a stupendous milestone in human relations and will serve to further strengthen the democratic way of life. Although only a blueprint of the house of peace yet to be built, it was a colossal step in the progress toward world tranquillity. It was a historic achievement. It is a sensitive and human document, written in a tone of morality, of conviction, spiritual elevation, and keen insight.

Other important statements of Mr. McGrath were:

Equally momentous is the recognition by the nations of the world that men are to be governed by a rule of law and not by the whims of any individual or group of individuals. Law is made the guide of man's action. Only the written law, which has been defined as a finding of human reason promulgated for the common good, can preserve human rights and liberties. That impliedly presupposes obedience to the law of God as found by such human reason. The conscience of mankind as inspired by divine revelation, and the effort of a free people in the world to establish an international rule of law must go hand in hand. . . .

It is not amiss to point out that the Catholic Church has always taught that an international bill of rights is the irreducible guarantee of "unity, peace, and prosperity, law, justice, and tranquillity." [As a matter of fact, the success of the campaign to produce the international bill of rights can be mainly attributed to the efforts of the religious forces of the country. It was through such forces that public opinion was roused and molded to provide the pressure needed to attain the official expressed recognition of such rights in the international organization of the United Nations. In this program, I am happy to say, the Catholic Church played a very prominent part.]

Lofly as this Declaration of Human Rights is, it is only the first hurdle in the path of progress in man's effort to solve the great and endless problem of human freedom. It will become meaningless unless implemented by practical application. A proposed draft of a Covenant of Human Rights has already been made. This Covenant of Human Rights, when finally ratified by treaties between nations, will constitute tangible proof of definite progress. Let us pray for its ratification by all nations.

II

On the main theme of the convention there were some significant discussions in the departmental meetings, particularly in the seminary, the secondary and the elementary departments.

Bishop Hoban on Justice O. W. Holmes

In the seminary section Bishop Hoban, speaking of the significance of the personal

opinions of judges in decisions, made a severe arraignment of the juridic positivism of Justice Oliver Wendell Holmes. Bishop Hoban said:

There are many people, even in high offices, who either deny the existence of God, or act as if there were no God. This school, which denies God-given rights, has gained many adherents.



Most Rev. John F. O'Hara, C.S.C.,
Bishop of Buffalo, who addressed the
opening meeting.

Some symptoms of approaching disorder are quite evident in the epidemic of moral corruption and widespread crime which is now raging in our country.

Bishop Hoban hit what he called the "theory of juridic positivism, that the state is an absolute, supreme entity, exempt from all control and criticism, and reducing man to a mere creature of the state":

The late Supreme Court Justice Oliver Wendell Holmes is probably the most prominent and influential exponent of this school.

Holmes' greatest claim to fame is that he not only embraced false principles of juridic positivism, but was logical enough to draw inferences and conclusions.

Holmes rejected all traditional moral principles as a set of emotional prejudices. He considered physical force the essence of all law. He rejected the idea of natural law as a product of mere wishful thinking.

The fatal ideas of Holmes are being popularized. In some circles he is regarded as a great American. But time will bear out, and his writings prove, that Justice Holmes was an arch enemy of our American way of life.

He did not believe that God endowed creatures with certain inalienable rights. He did not believe in government for the people. His ideas, if applied in everyday life, will lead to totalitarianism and disaster.

Allow Judge Holmes to speak for himself from his works: "I think that the sacredness of human life is a purely municipal idea of no validity outside the jurisdiction. . . . I see no reason for attributing to man a significance different in kind from that which belongs to a baboon or a grain of sand."

Pointing to the United Nations, Bishop Hoban said that some of its discussions "are suggestive of a new Babel where confusion reigns . . . the failure is due to a lack of clear knowledge of the true, divine spiritual origin of man and society."

Modern misconceptions of human rights are built upon a framework of philosophically false postulates. Hitler was the great exponent of juridic positivism and state absolutism.

Stalin today has the same concept of human beings and human rights. That is why we shall never reach any satisfactory understanding with him concerning human rights.

In the secondary school department, Father Robert C. Hartnett, S.J., talked on the "Catholic Church and Human Rights in Secondary Education." The importance of his discussion is indicated by his first sentence: "To begin with, I would like to say that in many ways high school education seems to me to form the backbone of our Catholic educational system." And his concluding sentence, "The crucial period in the development of the human person, I think, comes during adolescence. That's when his attitude toward human rights takes shape. The connection between secondary education and the teaching of the Church on human rights is therefore extremely close." After showing the rapid expansion of our Catholic high school education and its repercussions in American opinion by public school people, he discusses human rights in the elementary school. His basis is the 1942 Christmas message of Pope Pius XII. He then discusses the human rights:

1. The right to marry
2. The right to associate with the kind of people from whom one wants to select a partner in marriage
3. The right of students to get help from their pastors and teachers in the matter of recreation
4. The right to work
5. The right to vocational guidance
6. The right to spiritual counseling which will help a young person to distinguish between true and false signs of a vocation

On the certain rights which the State has with reference to education he said:

Nevertheless, the State has certain rights in education. It can expect us to prepare its young citizens for their civic responsibilities. These responsibilities take two forms: The first type of responsibility relates directly to good government: to participation in political life, through voting, the formulation of public opinion, and various forms of civic activity or through public service as officers of government. The second type of responsibility relates to non-political conduct, which covers the whole range of economic, social, and cultural life.

On discrimination Father Hartnett said:

There is just one question I have not touched on which many will expect me to touch on. That is the question of racial discrimination.

I have strong convictions on this subject. I've never seen any discussion of human rights, in education or anywhere else, which said that such and such human rights belonged to white people only. Everything I have said applies to every child of God, without a shadow of distinction in regard to color.

A third paper by Dr. Edward A. Fitzpatrick on "Human Values and Education," before the elementary school department belongs to this discussion. However the full text of this paper is given elsewhere in this number of THE CATHOLIC SCHOOL JOURNAL.

III

Fortunately there were many meetings that were not concerned with "human rights" nor were forcing the discussion of their problems into the Procrustean mold of "human rights" undefined and unspecified, and frequently a hodgepodge where it was discussed. There were such discussions of missions, adult education, panels of registrars and of college presidents, the deaf, and on vocations. On the other hand, the secondary schools department with two general speeches on human rights in secondary, one of which did discuss the subject and the other did not, the specific meetings were held under the topics: The Christian Family and Human Rights in Education; The Curriculum and Human Rights in Education; Religion: Motivation and Practice of Human Rights in Learning the Obligations of Teacher, Parent, and Child; Human Rights in Secondary School Administration and Teaching; and Human Rights and the Catholic Secondary School in the American Community. When these papers are printed in the proceedings, a careful objective study should be made of how a convention theme can impose an artificiality of discussion, dragging in the theme by hook or crook; and the extent to which papers nominally discussing the theme disregard it entirely.

IV Exhibits

One must not overlook what is for many of those attending the convention the most important aspect—the exhibits. This amazing exhibition of all the means and helps to education is educational. While the motivation is undoubtedly commercial, the actual results are educational and presented in a professional spirit. Here is a chance to see and handle many of the helps you have only read about. Here you can have an explanation not only of the thing itself but of its pedagogical use and service, by men and women who really know what they are talking about, which, of course, is not always true on the convention floor. These men and women have a highly professional spirit, and generally understand well human relations. For the teachers in the elementary and secondary school departments the exhibits are a great boon, and the college teachers could be helped if more of them attended the exhibits. Nor must we forget that income from the exhibits makes possible the annual meeting.

V

The Resolutions on Human Rights

The same confusion that existed in the discussion of the convention on human rights is revealed in the amazing resolutions on human rights. To this may be applied the words of Bishop O'Hara designating the Declaration of Human Rights—a hodgepodge. Here, declared to be imprescriptible and unalienable, are rights classified by lawyers, as perfect or imperfect, preventive or remedial, absolute or qualified. It is easy to say that God as omnipotent Creator could do anything, but to impart to Him anything and everything that man "cooks" up or "messes" up is just pushing a good thing a little too far—always keeping in mind man's free will and original sin.

The old Catholic practice of orderly thinking beginning with definitions would have helped. The main question is, Are there certain rights that are imprescriptible and unalienable? Are there others which are not? Do political rights belong to this class as defined, say in the law dictionaries or in the political science text? Are civil rights? Are social rights? Are economic rights? Do we lose something by lumping these together as basic human rights as stated in the Declaration of Independence—the certain rights? Do we commit ourselves to a new organization of all the social sciences? In view of the fact (to the best of my knowledge) that textbooks do not put these latter rights as the absolute basic rights, should textbooks be rewritten? Test for yourselves whether each of these "rights" is inherent, imprescriptible, and unalienable.

The Resolutions

The National Catholic Educational Association, during these past few days of its annual meeting considering the many vital and timely implications for education in the matter of human rights, hereby reaffirms the traditional principles which are the foundation for the teaching of the Church concerning human rights.

God, the Creator of man, has imposed upon him certain obligations which arise from his personal dignity, his immortal destiny, and from his relationships as a social being. In order that man may be able to fulfill these obligations to God, to himself, and to his fellow men, God has conferred upon him certain natural, inalienable rights. Among such basic, inalienable, imprescriptible rights are included the following:

1. The right of worship in accordance with conscience
2. The right to freedom of expression and of communication in accordance with truth and justice



Fifty years of service to Catholic education by "The Catholic School Journal" were commemorated at a Golden Anniversary Luncheon during the N.C.E.A. convention, March 28. Guests were members of the editorial advisory committee of "The Catholic School Journal" and contributors to the Golden Anniversary issue which surveyed Catholic education in the U. S. for the past five decades. Shown at the speakers' table are (L. to R.): Rt. Rev. Msgr. Richard J. Quinlan, S.T.D., Winthrop, Mass.; Rt. Rev. Msgr. Frederick Hochwalt, Secretary General, N.C.E.A.; Edward A. Fitzpatrick, Ph.D., editor of "The Catholic School Journal"; William C. Bruce, President of the Bruce Publishing Co.; and Rt. Rev. Msgr. Carl F. Ryan, Cincinnati, Ohio.

3. Right to freedom from undue search and seizure
4. Right to petition of grievances
5. Right to life and bodily integrity from the moment of conception, except in just punishment for crime
6. *Right to religious formation through formal education and association*
7. Right to personal liberty under the law
8. Right to the protection of the law
9. Right of free assembly and of association
10. Right to education commensurate with the dignity of man
11. Right to work and free choice of a state of life
12. Right to a living wage
13. Right of access to the means of livelihood
14. Right of private property
15. Right to collective bargaining
16. Right to organize by industries and professions
17. Right to marry, to establish a home, to beget and to educate children
18. Right to assistance, through community services, in the education and care of children
19. Right to proper and adequate housing
20. Right to protection against immoral conditions in the community

The above rights are inherent in man and belong to him by virtue of the natural law. However, *these rights presently are endangered by certain political and social philosophies, whose corrosive influence and teachings are destructive of the basic Christian concept of human rights.* They have affected human thinking throughout the world and now threaten the whole structure of Christian civilization and culture. In view of these dangers, and humbly mindful of the challenge to Catholic education in the words of our late Holy Father, Pope Pius XI: "Christian teaching alone, in its majestic integrity, can give full meaning and compelling motive to the demand for human rights and liberties, because it alone can give worth and dignity to human personality," *we resolve to rededicate ourselves and our teaching efforts to the defense of those true human rights which God has given to man.*

Therefore:

1. *We encourage our teachers to emphasize more forcibly the various aspects of human rights in their instruction of Catholic youth.* They should be made aware of the exact nature of such rights. They should be encouraged to defend those rights under every circumstance with Christian courage and fortitude.
2. *We encourage a greater emphasis on human rights in our programs of teacher training.* A knowledge of human rights must be integrated with adequate teaching techniques if our teachers are to discharge properly their responsibilities in this regard.
3. *We encourage a deep regard for human rights in the administration of Catholic education.* The relationships of Catholic administrators with teachers, parents, students, and lay personnel must be guided and directed in

all phases by the fundamental principles of human rights stated above.

4. We encourage the Catholic Association for International Peace in its efforts to have Christian principles stated in a more forthright manner in the proposed United Nations Draft Covenant on Human Rights. This would include an explicit recognition of God, of the right to life and bodily integrity, and of certain rights basic in the concept of the Christian family.

5. *We extend our hearty felicitations to the Brothers of the Christian Schools on the tercentenary of the birth of their founder, St. John Baptist de La Salle, who has been declared by Pope Pius XII as the celestial patron of all teachers.* We recognize the magnificent contribution made by St. John Baptist de La Salle to the cause of Catholic education, particularly in the field of teacher training and in the organization of elementary schools.

Officers Elected

Most Rev. Francis P. Keough, archbishop of Baltimore, was elected president general of the Association to succeed Archbishop McNicholas who died last year. The new president is also chairman of the administrative board of the N.C.W.C.

Vice-presidents elected are: Rev. John J. Clifford, S.J., of St. Mary of the Lake Seminary, Mundelein, Ill.; Rt. Rev. Msgr. Richard B. McHugh, of Brooklyn, N. Y.; Rev. William F. Cunningham, C.S.C., of the University of Notre Dame; Rt. Rev. Msgr. Joseph V. S. McClancey, superintendent of schools of the Diocese of Brooklyn, N. Y.; Brother William Mang, C.S.C., assistant provincial of the Brothers of the Holy Cross at Notre Dame, Ind.; and Rev. Paul E. Campbell, president of the diocesan school board at Pittsburgh, Pa.

Rt. Rev. Msgr. Richard J. Quinlan, of Winthrop, Mass., is the new treasurer general.

Officers of Music Educators

The Catholic Music Educators Association elected the following officers: president, Rev. Thomas J. Quigley, superintendent of schools of the Diocese of Pittsburgh; first vice-president, Very Rev. Msgr. Edmund J. Goebel, superintendent of schools of the Archdiocese of Milwaukee, the former president; second vice-president, Robert Hufstader of the Juillard School of Music in New York; secretary, Sister M. Georgia, O.S.F., Dubuque, Iowa; treasurer, Dr. Clifford A. Bennett of Toledo, Ohio.

Results of Catholic Business Educators' Convention at Cleveland

*Brother Philip, O.S.F.**

Delegates of five units of the Catholic Business Education Association met for their sixth national convention at the Hotel Hollenden in Cleveland on March 28 and 29. Gathering in conjunction with the N.C.E.A., the business educators were welcomed by Brother Kieran Ryan, C.S.C., president of the Association, who commented on the remarkable growth of the organization in such a short span and the distinct contribution it was making to Catholic education by recalling to the minds of business teachers their obligation to instruct their charges in the social program of the Church. Monsignor Elwell, diocesan superintendent of schools for Cleveland, Ohio, then spoke of the extraordinary opportunity business students present to the teacher who hopes to change the world; he commended the group on the serviceable plan the C.B.E.A. had worked out in meeting with the N.C.E.A.

"Catholic Business Educators and Catholic Social Principles" was the theme of the talk given by Rev. Francis Carney, S.T.D., director of the institute of social education at St. John's College, Cleveland. He developed the idea that the Church doesn't separate the temporal from the spiritual, but is concerned

with the position of morality in the strictly temporal field. He too commented on the grave responsibility of Catholic business educators to inculcate Catholic social and economic teaching, but went a step further by showing how such teachers could receive the training to give them workable knowledge for classroom use in this area. He urged such courses being included in the business teacher's curriculum, the building up of a personal library in this field, and the continuing of C.B.E.A. workshops and articles on the topic. He further urged that students be given a high concept of the purpose the businessman has in society—the servant of the group, not the masters.

The delegates then were privileged to hear from an outstanding Catholic businessman, Robert J. Dixon, assistant director of overseas operations for Johnson & Johnson Co. and vice-president of the Catholic Conference on Industrial Problems. Speaking on the "Business Teacher's Opportunity as Seen by a Businessman," Mr. Dixon described the need for graduates to business who know right principles, based on the socioeconomic program of the Church. Students need to know the whole truth—of past and present—about the social evils; they should be

*26 Brevoort Place, Brooklyn 16, N. Y.

made aware of the progress of morally minded businessmen to improve and correct such conditions. He mentioned the need today of an "enlightened capitalism" and described the project on the part of industrial, labor, religious, and educational leaders to arrive at an acceptable program of morality for business. It resulted in the book *Human Relations in Modern Business* which should go far in resolving the conflict between capital and labor.

During the luncheon that followed, Father George G. Higgins, assistant director of the social action department of the N.C.W.C., gave a penetrating analysis of the present American economic scene, and indicated possible solutions. He regretted that too often in the past some of the most reactionary businessmen against the Church's social plan were Catholics who were graduated from our own schools of commerce. He indicated that one of the main purposes of such an institution should be to mold its students as integrated Christians. Next, Mr. Cortez Peters, holder of numerous world titles for type-writing skills, demonstrated for the audience his amazing ability.

In the afternoon session, two qualified ladies discussed "What Business Expects of Our Graduates." Mrs. Laura Daly Gandola, employment manager for the Ohio Bell Telephone Co., mentioned that, while the labor market situation is drastic and jobs are plentiful, one still needs integrity, intelligence, and industry to retain and advance on the job. Miss Beth Hollister, manager of the Lake City Vocational Service, cited the fact that business expects graduates who want to continue to learn; the teacher must overcome the psychology of failure, and should instruct job applicants to be truthful about their skill

ability. Dean William Conley, Ph.D., from Loyola University, Chicago, then reported on the C.B.E.A. Curriculum Study of a proposed graduate degree in business education. He offered the results of the study and the accepted course of study to Catholic universities who wish to provide adequate training in business teaching to our Sisters and Brothers, and lay people.

The convention then broke up into three sectional meetings. The secretarial studies panel looked into the "Content of Courses in Secretarial Studies" under the chairmanship of Sister M. Alexius, O.P., of Edgewood College, Madison, Wis. The high school teachers discussed the theme "Guidance and Placement Practices in Business Education"; the chairman, Brother Philip, O.S.F., of St. Leonard's Academy, Brooklyn, developed the idea of "Christian Vocational Guidance" along three levels: apostolic, Christophers, and over-all approaches. The panel on college teaching problems was led by Rev. Charles Aziere, O.S.B., of St. Benedict's College, Atchison, Kans., and Sister Mary Gregoria, B.V.M., Mundelein College, Chicago, Ill.

At the business meeting it was decided to hold the next national convention in Kansas City, Mo., during Easter Week. In addition to Brother Kieran Ryan, C.S.C., president, and Sister Mary Gregoria, B.V.M., secretary, the following new national officers were elected: Sister M. Dorothy, O.P., of Bishop McDonnell High School in Brooklyn, vice-president; Sister Mary Immaculata, R.S.M., of Mount Mercy College, Iowa, treasurer; and Brother Philip, O.S.F., of St. Leonard's in Brooklyn, publications director. Information on the activities of the Catholic Business Education Association can be obtained from the national secretary at the address above.

National Convention of the Catholic Library Association

Jane Bruce*

Catholic librarians from all parts of the United States gathered in Chicago at the Sherman Hotel, March 26-30, for the twenty-fifth annual national conference of the Catholic Library Association. Very Rev. Thomas J. Shanahan of St. Paul, Minn., was the celebrant of the Mass at the Holy Name Cathedral and the members were extended a hearty welcome to Chicago by His Eminence Samuel Cardinal Stritch, archbishop of Chicago. He said in part that every library and every librarian is very important as an integral part of the system of education; that a library in the parish as well as in the school be functional enough to serve everyone is a tremendous contribution in promoting the cause of the Catholic Church.

*Editor for Juvenile Books, The Bruce Publishing Co., Milwaukee, Wis.

In his speech at the first general session of the silver jubilee conference, Rev. Norman Weyan, S.J., chairman of the department of English of Loyola University, Chicago, and president of the Renaissance Society remarked that Catholic literature in America today is at a new high. As evidence, he cited the popularity of such works as *The Seven Storey Mountain*. The other outstanding speaker, Dr. Pierce Butler, scholar, archaeologist, and professor in the library school at the University of Chicago spoke of "Some Recent Trends in Librarianship."

As their theme, "Librarian and Teacher Working Together" the high school division presented the teacher's and librarian's viewpoints in regard to the use of a library.

Miss Mary Connors, English department, Gage Park High School, Chicago, Ill., offered

many valuable and worth-while suggestions in regard to the attitude of an English teacher toward the library which could in many ways be adopted by other departments. She stressed the following:

1. There should be a planned program covering four years of high school.
2. Teacher and librarian should work together in planning their programs.
3. Teachers should remind their pupils of the storehouse of information that can be found in the library.
4. Teachers should insist on more accurate knowledge and information that can be obtained only from use of a library.
5. If pupils are properly informed they will welcome good material and the opportunity to read extensively.
6. Teachers should instruct the pupils on how to use the library.
7. Teachers must realize the professional status of the librarian and be of any necessary assistance.

In response, Brother William, F.S.C., librarian, Cretin High School, St. Paul, Minn., described "A Librarian's View." In order to get the faculty interested in the library he suggested that it might be of some advantage to invite them to hold their meetings in the library. This invitation might also be extended to the parents' club and to the different organizations within the school. The librarian in turn could have certain displays and posters on exhibit that would be of great interest to all concerned.

Miss Elizabeth Connally, librarian, Marquette University High School, Milwaukee, Wis., and Sister Peter Claver, O.P., Heelan High School, Sioux City, Iowa, spoke on the importance of arousing pupil interest and of the great values that a librarian can be to a school.

Brother Adrian Norbert, F.M.S., librarian, Mt. St. Michael High School, New York, N. Y., was the chairman of the meeting.

Sister Mary Borgia, S.S.J., librarian, Marymount High School, Garfield Heights, Ohio, as a chairman of the elementary division introduced Dr. Charles B. Huelsman, Jr., director of reading service, Catholic Youth Organization, Chicago. His paper "Analysis and Solution of Major Reading Difficulties of Elementary School Children," scored in discovering new horizons for the teachers. No doubt his interest in the youth that he serves has been of great help in teaching children how to read.

Working with children, Dr. Huelsman remarked how necessary it is that teachers seek the co-operation of parents in the community. With the quantities and varieties of reading material at hand it is possible to teach at a child's level so that he will want to learn and enjoy reading as a lifetime ambition.

The paper "Reading Action Devices in the Elementary School Library" by Sister M. Patrice, S.P., Our Lady of Sorrows School, Chicago, listed the following in helping children to know and love books:

1. Make every teacher library minded.



St. Stephen School, Exeter, Nebr., has a new library. The picture shows the pastor, Rt. Rev. Msgr. Patrick J. Healy, and pupils examining some of the books. The Felician Sisters are in charge of the school.

FAY'S FAVORITES

Yvonne Altmann*

Shadows

Shadows are one of my favorites.

I like to play with my shadow. I run and run but still my shadow never can catch me. I can step on my shadow. Sometimes my shadow plays hide and seek with me. It hides on cloudy days. Morning and evening I have the longest shadow. At noon my shadow points to the north.

Everything has a shadow. I do not know if shadows are black or purple. Can you tell? I just say they are a dark color. You see shadows when the sun is shining. These are some of the shadows I like to find when I go for a walk: shadows of trees, fences, houses, cars, people, flowers, and bushes.

You can play a shadow game. If you step on someone's



shadow, the unlucky one is "it" and has to chase you. Yes — shadows are fun.

*Kindergarten Director, Oshkosh, Wis.

2. Let the child give an episode from a book that he enjoyed reading.
3. Let the child construct a stage depicting a scene from a story.
4. Teach the children to make puppets.
5. Give children their own corner in a library.
6. Encourage the children to dramatize certain episodes from books.
7. Secure illustrations of travel books.
8. Let the older children review books for the younger children.
9. Use bulletin board exhibits — cutting figures from the book jackets.
10. Have a contest in deciding which book is most colorful, which has the most illustrations and then let the children decide on their own favorites.

An excellent demonstration on book reporting techniques was presented by children on the primary, intermediate, and advanced levels.

The second general session was in charge of Rt. Rev. Msgr. Harry C. Koenig, librarian, St. Mary-of-the-Lake Seminary, Mundelein, Ill. Rev. Lawrence Monheim, S.M., director, Marian Library, University of Dayton, Dayton, Ohio, asked the members for an exchange

or donation of books for the Marian Library. Also he suggested that everyone should know of the Marian Center so that they may guide others to the library. There is a great need for field workers to promote the expansion of the library.

Sister M. Norberta, I.H.M., director, department of librarianship, Marywood College, Scranton, Pa., spoke of the need of 10,000 more librarians in promoting great effectiveness in the teaching programs of our Catholic schools.

Dr. Helen L. Butler, professor of librarianship at Marywood College, Scranton, Pa., has been elected vice-president (president-elect) of the Catholic Library Association. She succeeds John M. O'Loughlin, who assumed the presidency of the Association at the second general session.

Also elected to the executive council of the Association were Rev. James J. Kortendick, S.S., head, department of library science, Catholic University of America, Washington, D. C., and Sister M. Eone, O.S.F., librarian and head of the library science department, College of St. Theresa, Winona, Minn. Their terms of office extend for the six-year period, 1951-57.

A TEACHER'S THOUGHT FOR PENTECOST

Today our minds are full of universal military training for national and international defense. The Catholic child is inducted into the army of Christ before he is 12. He is marked forever as a Christian, strengthened and confirmed, a soldier of Christ.

We have given him at least a part of his military training.

Our youth today, outside of Catholic colleges and even in them, are spiritually illiterate and spiritually starved. A polio epidemic terrifies us into immediate and expert action. This widespread and growing epidemic of spiritual atrophy and deformity among our finest young men and women calls for all that we can do in and through the Holy Spirit of truth for its prevention, its cure.

— Sister M. Madeleva, C.S.C., in an address at the N.C.E.A. Convention.

Catholic Education News

AD MULTOS ANNOS

★ BROTHER EUGENE ANDREW celebrated his silver jubilee as a Brother of the Christian Schools at the provincial mother house at Ammdale, Md., on March 4. Brother Andrew has taught at Calvert Hall and La Salle High School, Cumberland. At present he is employed at the Ammdale Normal Institute.

★ SISTER MARY LORETTA, R.S.M., recently celebrated her 50th anniversary as a Sister of Mercy at St. Patrick Academy in Chicago. Sister Mary Loretta has taught in schools conducted by her order and has assisted the community supervisor as secretary.

HONORS AND APPOINTMENTS

Nun Heads Conference

SISTER MARY LOUISE, O.P., president of St. Mary's Dominican college, New Orleans, was elected president of the Louisiana College Conference at its 13th annual meeting at Louisiana Polytechnic Institute held March 2 and 3. It was the first time the presidency was held by a representative of a Catholic college and also the first time a woman has held this office.

Rerum Novarum Award

The third annual *Rerum Novarum* award was given to Boston attorney FREDERICK WM. MANSFIELD by St. Peter's College, Jersey City, N. J., on March 17. The college votes the award each year to the man considered to have made an outstanding contribution toward the establishment of management-labor relations in accordance with the Papal encyclicals.

Mr. Mansfield, who was mayor of Boston from 1934 to 1937, is a practicing lawyer and a member of the Knights of Columbus. He founded and is president of the Catholic Lawyers League, formed to unite Catholic lawyers against acting as counsel in divorce litigation. He is counsel for the Massachusetts state branch of the American Federation of Labor, for a number of unions affiliated with the state branch, and for independent unions. Mr. Mansfield has drafted much labor legislation and speaks widely on labor matters. He serves as a member of the Boston panel of the arbitration committee of the New York Stock Exchange and on the motion picture panel of the American Arbitration Association.

Franciscan Appointments

REV. ADRIAN J. VEIGLE, T.O.R., president of St. Francis College since 1943, has been re-appointed to that post by the provincial authorities of the Third Order Regular of St. Francis, Sacred Heart Province, which conducts the college.

VERY REV. JOHN P. J. SULLIVAN, T.O.R., has been appointed provincial, VERY REV. JOHN P. M. DOYLE has been appointed rector of St. Francis Seminary, and REV. CAMILLUS KLEUBER dean of the seminary. The provincial curia consists of FATHER VEIGLE; VERY REV. EUGENE T. GEORGE, superior of the order's India Mission House; and REV. LEO FERREIRA.

Xavier University

XAVIER UNIVERSITY received a national honor last week when it was given one of the Freedoms Foundation awards for its "Operation Youth" citizenship training program. An honor medal and a \$500 check were presented to the university for winning second place in the general awards category nationally. Gen. Omar N. Bradley, chairman of the joint chiefs of staff, presented the award to C. Glynn Fraser, Operation Youth director and professor of sociology

at Xavier, at a luncheon of the foundation at Valley Forge, Pa.

La Salle Award to Considine

BOB CONSIDINE, International News Service columnist and National Broadcasting Company TV star was awarded the "Public Service in Journalism Award" of the La Salle Collegian, student newspaper at La Salle College. In making the award many reasons were given for the choice of recipient, but most noteworthy were Considine's series on underworld gambling which is regarded by many as the prodding force behind the organization of the Kefauver Committee, and also his many releases from the Korean front.

Rockhurst President

REV. MAURICE E. VANACKEREN, S.J., principal of St. Louis University High School since 1946, has been appointed president of Rockhurst College, Kansas City. He succeeds Rev. THOMAS M. KNAPP, S.J., who will rejoin the faculty of St. Louis University.

REQUIESCANT IN PACE

● REV. JOHN P. MADDEN, S.J., a teacher at Loyola High School in Los Angeles for the past 30 years died February 21. Father Madden, who has been spiritual director and religion teacher at Loyola, was 71 at the time of his death.

● SISTER MARY REGIS O'HERN died February 15 in Cincinnati at the age of 79. She had been a member of the Sisters of Charity for 61 years. During this time she taught in schools in Ohio and Michigan.

● REV. FRANCIS J. LUDWIG, O.S.A., died February 16 in Philadelphia. He had been a member

of the faculty at Villanova College for nearly 20 years. He was professor of biology there at the time of his death.

● SISTER M. URBAN, S.L., died February 22 at St. Louis. She had been in charge of all the elementary schools of the Loretto Society for the past 12 years. For 46 years Sister Urban was in charge of schools or supervising and directing both grade and high schools, and for 38 of those 46 she also held the office of superior in the various houses of the Society, including two terms as member of the general council at the mother house.

● SISTER M. NATIVA, O.S.U., died February 5 in Cleveland. She entered the Ursuline order in 1918 and taught in schools in the Cleveland area. Sister Nativa served as principal of St. William School there.

● SISTER M. CYRILLA, O.P., died February 11, at Grand Rapids, Mich. She had been a member of the Dominican order for 62 years. Sister Cyrilla was born in 1873 in Muskegon and taught in Michigan schools after entering the order.

● MOTHER SAINT MARIE ALEXINA, 73, who devoted 25 years to the beatification cause of Blessed Marguerite Bourgeoys, foundress of the Congregation de Notre Dame, died recently in Montreal. She had been a member of the Notre Dame order for 55 years. For 30 years she taught in various houses of the congregation and 25 years ago founded the Marguerite Bourgeoys bureau.

● SISTER HERMAN JOSEPH, a member of the Sisters of Charity for 51 years, died March 1, in Cleveland. She spent her religious life teaching in the order's school, and served as principal of Price Hill School in Cleveland.

● MOTHER MARY JOHN, dean and later president of Georgian Court College for 40 years until her retirement three years ago, died February 1, in the mother house of the Sisters of Mercy at North Plainfield, N. J. She was 79 years old.

● SISTER M. HILARY, a member of the Sisters of Charity for 61 years, died February 15, at Seton Hill, Greensburg, Pa. Sister Hilary taught in schools of the Pittsburgh and Altoona dioceses for nearly 60 years.

● REV. WILLIAM H. ROWAN, professor of English at Loras College (Dubuque, Iowa), and associate editor of *The Witness*, the archdiocesan newspaper, died, February 18.

● MOTHER CHARLES BORROMEO, a teaching nun at Ursuline academy, New Orleans, for the past 35 years, died there on March 18 at the age of 80. Sister Charles entered the order in 1888.

● REV. JOSEPH WILCZEWSKI, S.J., professor of mathematics at Marquette University for 28 years, died recently at the age of 74.

● DR. HENRY L. BANZHAE, dean emeritus of the dental school at Marquette University and former business manager of the university, died recently at the age of 85.

● REV. PATRICK CRONIN, S.J., former teacher at Loyola University and Jesuit High School (New Orleans), died February 24. He was 83 years old. Father Cronin entered the Society of Jesus in 1886. He was ordained by Cardinal Gibbons in 1900.

● SISTER M. MAGDALENE IRIARTE, member of the Sisters Servants of Mary in Los Angeles, died recently. Born in Spain in 1882, Sister Magdalene came to America in 1914 and had been stationed at the convent of the Servants of Mary since 1938. She had been a religious for 44 years.



Sister M. Remy, S.S.N.D., showing her pattern which won third place in the Fleishman National Carpet Design Award.

Some 1950 Educational Films

*George E. Vander Beke, Ph.D.**

The films presented herewith are the 1950 issues of school movies. This list should be used with those issued in 1947, 1948, and 1949. The sources used for the compilation included distributors' catalogs, announcements, the Educational Film Libraries Association's lists and the *Educational Film Guide* published by K. W. Wilson Company, 950-972 University Avenue, New York 52, N. Y.

It was not possible for the present writer to view all of the titles shown and it is hoped that we may be able to present evaluations in subsequent numbers of **THE CATHOLIC SCHOOL JOURNAL**. We are grateful for the most helpful comments we have received from our readers about the films they have used in their schools. This has enabled us to tell others of your experiences.

A very decided stability has been achieved in the field of educational audio and visual aids. During the immediate postwar years a large number of films were produced based upon emergency techniques. A good deal of sifting has given us better devices of real educational value.

We are now using movies because they do the job of teaching better than any other classroom aid. The producers have profited very much from the widespread uses of visual materials and a number of research studies have aided in the clarification and solution of our problems. We are discovering the proper place for these devices in the educational field.

The films are arranged in alphabetical order. The various educational levels are shown with the title.

*Registrar and Professor of Education, Marquette University, Milwaukee, Wis.

LIST OF SOURCES

The description of each film indicates its source by one of the following abbreviations or catchwords. For reference these are listed below in **Bold Face Type**, each followed by the complete name and address of the producer or distributor:

Aetna—Aetna Life Affiliated Companies, Public Education Dept., 151 Farmington Ave., Hartford 15, Conn. (Contact local agents of Aetna).
AFilm—A. F. Films Inc., Rm. 1001, 1600 Broadway, New York 19, N. Y.
AmNatLivestock—American National Livestock Assn., Public Relations, Press Building, Sheridan, Wyo.
Anti-DefLeague—Anti-Defamation League, 212 Fifth Ave., New York, N. Y.
AssnFilm—Association Films, Inc. (formerly YMCA Motion Picture Bureau), 35 W. 45th St., New York 19, N. Y.
BIS—British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.
Bailey—Bailey Films Inc., 2044 N. Berendo St., Hollywood 27, Calif.
Baptista—C. O. Baptista Films, Sunnyside Ave., Wheaton, Ill.
Barr—Arthur Barr Productions, 6211 Arroyo Glen, Los Angeles 42, Calif.; 1265 Bresee Ave., Pasadena 7, Calif.
Brand—Paul L. Brand & Son, 2153 K St., N.W., Washington, D. C.
Brandon—Brandon Films Inc., 1700 Broadway, New York 19, N. Y.
Burnford, Paul—Paul Burnford Film Productions, 1431 Warner Ave., Los Angeles 24, Calif.
CanNFB—National Film Board of Canada, Suite 2307, RKO Bldg., 1270 Ave., of the

Americas, New York 20; 400 W. Madison St., Chicago 6, Ill.
CanticleFilms—Canticle Films, 262 S. Robertson Blvd., Beverly Hills, Calif.
Caterpillar—Caterpillar Tractor Co., Peoria 8, Ill.
CatholicVisEd—Catholic Visual Education, Inc., 15 Barclay St., New York 7, N. Y.
ChinaFilm—China Film Enterprises of America Inc., 132 W. 43rd St., New York 18, N. Y.
Church-Craft—Church-Craft Pictures Inc., 3312 Lindell Blvd., St. Louis 3, Mo.
CommChest—Community Chests and Councils of America, Inc., 155 E. 44th St., New York 17, N. Y.
Coors—Adolph Coors Co., Golden, Colo.
Coronet—Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Ill.
EBF—Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
EvangelFilms—Evangel Films, P.O. Box 29, Portland 7, Ore.
FamilyFilm—Family Films, Inc., 6047 Hollywood Blvd., Hollywood 28, Calif.
FilmsofNations—Films of the Nations, Inc., 62 W. 45th St., New York 19, N. Y.
Ford—Ford Motor Co., Film Library, 3000 Schaefer Road, Dearborn, Mich.
GenMotors-Photo—General Motors Corp., Photographic Dept., 485 W. Milwaukee, Detroit 2, Mich.
GeophysicalServiceInc.—Geophysical Service, Inc., 6000 Lemmon Ave., Dallas 9, Tex.
Hoefler—Paul Hoefler Productions, 612½ S. Ridgeley Dr., Los Angeles 36, Calif.
Health-PubInst—Health Publications Institute, Inc., 216 North Dawson St., Raleigh, N. C.
IntFilmEd—International Film Foundation,

Inc., 1600 Broadway, New York 19, N. Y.
IowaStU—State University of Iowa, Bureau of Visual Instruction, Extension Div., Iowa City, Iowa

Kruse, Chas.—Charles C. Kruse, Glen Cove, Pawaukee 3, Wis.

MOT—March of Time Forum Films, 369 Lexington Ave., New York 17, N. Y.

McGraw-Hill—McGraw Hill Book Co., Text-Film Dept., 330 W. 42nd St., New York 18, N. Y.

MarketForgeCo.—Market Forge Co., Everett, Mass.

MayoFilms—Mayo Films, 400 Madison Ave., New York, N. Y.

ModernTP—Modern Talking Picture Service Inc., 10 Rockefeller Plaza, New York 20, N. Y.

NatAssnMfgs—National Association of Manufacturers, 14 W. 49th St., New York 20, N. Y.

NatEdAssn-Rural—National Education Assn., Dept. of Rural Education, 1201 16th St., N.W., Washington 6, D. C.

NatAssnMentalHealth—National Association of Mental Health, 1790 Broadway, New York 19, N. Y.

NatTB—National Tuberculosis Assn., 1790 Broadway, New York 19, N. Y.

NYSStDptComm—N. Y. State Dept. of Commerce, Film Library, 40 Howard St., Albany 1, N. Y.

Official—Official Films, Inc., 25 W. 45 St., New York 19, N. Y.

OilIndInfComm—Oil Industry Information Committee, 50 W. 50th St., New York 20, N. Y.

Ott—John Ott Pictures Inc., 730 Elm St., Winnetka, Ill.

PrincetonFilmCtr—Princeton Film Center, 55 Mountain Ave., Princeton, N. J.; 625 Madison Ave., New York 22, N. Y.

ReligiousFilmAssn—Religious Film Assn., Inc., 45 Astor Pl., New York 3, N. Y.

Republic—Republic Pictures Corp., 16mm Div., 630 9th Ave., New York 19, N. Y.

Simmel-Meservey—Simmel-Meservey, 321 S. Beverly Drive, Beverly Hills, Calif.

Socony-Vacuum—Socony-Vacuum Industrial Relations Dept., 26 Broadway, New York 4, N. Y.

Sterling—Sterling Films, Inc., 316 W. 57th St., New York 19, N. Y.

Sturgis-Grant—Sturgis-Grant Productions, Inc., 314 E. 46th St., New York 17, N. Y.

Tompkins—Tompkins Films, 1046 W. Edgeware Rd., Los Angeles 26, Calif.

UWF—United World Films, Inc., 1445 Park Ave., New York 29, N. Y.

UNFilmDiv—United Nations, Films & Visual Information Division, Lake Success, N. Y.

UnionFilms—Union Films, 111 W. 88th St., New York 24, N. Y.

UnitedWorld-Castle—United World Films, Inc., Producers of Castle Films, 1445 Park Avenue, New York 29, N. Y.

USAirForce—U. S. Dept. of the Air Force, Public Information Officer of the Air Material Area Headquarters.

USArmy—Army Pictorial Service Division, Motion Picture Branch, Washington D. C.
USBurMines—U. S. Bureau of Mines, Graphic Services Section, 4800 Forbes St., Pittsburgh 13, Pa.
USIndianServ—Education Film Laboratory, Office of Indian Affairs, U. S. Indian School, Santa Fe, N. Mex.
VaStdptEd—Virginia State Dept. of Education, Film Production Service, Richmond 15, Va.
WildLifeFilms—Wild Life Films, 6063 Sunset Blvd., Hollywood 28, Calif.
WisU—University of Wisconsin, Bureau of Visual Instruction, University Extension Division, 1312 W. Johnston St., Madison 6, Wis.
WorldinColor—World in Color Productions, 108 W. Church St., Elmira, N. Y.
YoungAmerica—Young America Films, Inc., 18 E. 41st St., New York 17, N. Y.

FILM TITLES

John Quincy Adams
EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.
All Flesh Is Grass
AmNatLivestock. 1950. 30 min. Sound. Color. \$200. Loan, Jr. H., Sr. H., Col., Adu.
American Rodeo
Republic. 1950. 9½ min. Sound. (Land of opportunity series.) \$50, rent \$2.50. Jr. H., Sr. H., Col., Adu.
Animals in Winter
EBF. 1950. 10 min. Sound. \$50. Elem.
Animals Unlimited
FilmsofNations. 1950. 19½ min. Sound. \$60, rent \$3; color \$175, rent \$6. Elem., Jr. H., Sr. H., Col., Adu.
Apple Blossom Time in Poland
FilmsofNations. 1950. 17 min. Sound. \$50, rent \$3. Jr. H., Sr. H., Col., Adu.
Architecture West
Allen-MooreProd. 1950. 22 min. Sound. \$110, rent \$10; color \$150, rent \$10. Sr. H., Col., Adu.
Asking for Trouble
Aetna. 1950. 10 min. Sound. Free-loan. Adu.
Avalanches to Order
UnitedWorld-Castle. 1950. 17 min. Sound. \$23.54, color \$73.88. Jr. H., Sr. H., Col., Adu.
Bantu Frontier
FilmsofNations. 1950. 20 min. Sound. \$50, rent \$3; color \$160, rent \$6. Jr. H., Sr. H., Col., Adu.
Barley—Miracle Grain of the Modern World
ModernTP. 1950. 25 min. Sound. Color. Free-loan. Adu.
Basketball Is Fun
Bailey. 1950. 15 min. Sound. \$57.50. Elem., Jr. H., Sr. H.
Battle for Time
UnitedWorld-Castle. 1950. 13 min. Sound. \$17.67. Sr. H., Col., Adu.

Beauty and the Beast
Sterling. 1950. 10 min. Sound. (Fairy tale series.) \$22.50. Elem., Jr. H.
The Beaver
EBF. 1950. 10 min. Sound. \$100. Color. Elem., Jr. H., Sr. H., Col., Adu.
Bells of Holland
FilmsofNations. 1950. 10½ min. Sound. \$30, rent \$1.50. Jr. H., Sr. H., Col., Adu.
Benefits of Looking Ahead
Coronet. 1950. 10 min. Sound. \$50; also color \$100. Jr. H., Sr. H., Col., Adu.
Better Use of Leisure Time
Coronet. 1950. 10 min. Sound. \$50. Color \$100. Jr. H., Sr. H., Col., Adu.
Birds Are Interesting
EBF. 1950. 10 min. Sound. Color \$100, rent \$4. Elem., Jr. H., Col., Adu.
Birds in Your Backyard
Barr. 1950. 11 min. Sound. Color. (Trailside adventures series.) \$80. Pr., Elem.
Birthday Party
RFA. 1950. 29 min. Sound. (Curriculum enrichment series.) \$160. Rent \$8. Elem., Jr. H., Sr. H., Col., Adu.
The Bone Bank
Sturgis-Grant. 1950. 28 min. Sound. Color \$150, rent \$10. Sr. H., Col., Adu.
Bread Making
Hoefler. 1950. 11 min. Sound. \$45. Color. \$90. Jr. H., Sr. H.
British Columbia—Canada's Pacific Gateway
Hoefler. 1950. 22 min. Sound. Color \$180. Sr. H., Col., Adu.
Broadway
Sterling. 1950. 10 min. Sound. \$17.50. Jr. H., Sr. H., Col., Adu.
John C. Calhoun
EBF. 1950. 20 min. Sound. \$85. Jr. H., Col., Adu.
California—North From Monterey
Hoefler. 1950. 22 min. Sound. Color. \$180. Jr. H., Sr. H., Col., Adu.
Canyon Country
Ford. 1950. 13 min. Sound. Color. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.
Cello Concert
Sterling. 1950. 10 min. Sound. \$17.50. Jr. H., Sr. H., Col., Adu.
Ceylon—New Dominion
BIS. 1950. 20 min. Sound. (This modern age.) \$47.50, rent \$2.50. Sr. H., Col., Adu.
Cheese and Cheese Making
Kruse, Chas. 1950. 10 min. Sound. Color. \$90. Elem., Jr. H., Sr. H., Col., Adu.
Cheyenne Frontier Days
WildLifeFilms. 1950. 20 min. Sound. \$55. Color \$170. Jr. H., Sr. H., Col., Adu.
Children's Concert
EBF. 1950. 40 min. Sound. \$165. Pr.

Children of the Alps
EBF. 1950. 12½ min. Sound. \$60. Elem.
Chinese Jade Carving
ChinaFilm. 1950. 10 min. Sound. Color (Art and China Series.) \$85. Rent \$5. Jr. H., Sr. H., Col., Adu.
Christian Dior Story
AFFilms. 1950. 15 min. Sound. \$48, rent \$4.50. Sr. H., Col., Adu.
Cinderella
Sterling. 1950. 10 min. Sound. (Fairy tale series.) \$22.50. Pr., Elem., Jr. H.
City of the Sick
NatMentalHealthFd. 1950. 20 min. Sound. \$35, rent \$4. Sr. H., Col., Adu.
Civil Air Patrol
USAirForce. 1950. 20 min. Sound. Free-loan. Sr. H., Col., Adu.
Color Keying in Art and Living
EBF. 1950. 10 min. Sound. \$100. Color. Jr. H., Sr. H., Col., Adu.
Coming Home
NatTB. 1950. 15 min. Sound. Apply. Sr. H., Col., Adu.
A Community Problem
Caterpillar. 1950. 13 min. Sound. Color. Free-loan (for 2-week period).
Community Resources in Teaching
IowaStU. 1950. 20 min. Sound. \$70. Rent \$2. Col., Adu.
Contrary Winds
EvangelFilms. 1950. 55 min. Sound. Color. Col., Adu.
Cooking With "Steam-It"
Market Forge Co. 1950. 10 min. Sound. Color. Free-loan. Adu.
Copper: Mining and Smelting
EBF. 1950. 10 min. Sound. Color. Guide. \$100. Rent \$4. Elem., Jr. H., Sr. H.
Crime Against Korea
USArmy. 1950. 13 min. Sound. Free-loan. Adu.
Cuba: The Land and the People
Coronet. 1950. 10 min. Sound. \$50. Color \$100. Jr. H., Sr. H., Col., Adu.
Curtain Call
EBF. 1950. 25 min. Sound. \$105. Jr. H., Col., Adu.
David Goes to Market
Tompkins. 1950. 11 min. Sound. \$50. Color \$90. Pr.
Decimals Are Easy
Coronet. 1950. 10 min. Sound. \$50; also color \$100. Elem., Jr. H.
Driver Education (3 films and 12 fs)
GenMotors-Photo. 1950. Sound. \$69.75. Sr. H.
Earning Money While Going to School
Coronet. 1950. 10 min. Sound. (Guidance series.) \$45; also color \$90. Jr. H., Sr. H.
Education for Living
BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Col., Adu.

(Continued on page 18A)



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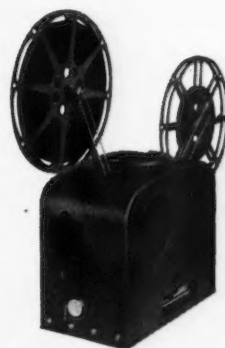
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Educational Films

(Continued from page 186)

Education for Peace

UnitedWorld-Castle. 1950. 11 min. Sound \$14.97. Sr. H., Col., Adu.

Enemy of Your Eyes

USIndianServ. 1950. 12 min. Sound. Color \$49.39. Jr. H., Sr. H., Col., Adu.

E Pluribus Unum

Community Chests 1950. 10 min. Sound. \$10. Adu.

Eskimos (Winter in Western Alaska)

EBF. 1950. 10 min. Sound. \$100. Color. Elem.

Every Drop to Drink

BIS. 1950. 20 min. Sound. \$47.50. Rent \$2.50. Sr. H., Col., Adu.

Fabrics of the Future

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50. Rent \$2.50. Jr. H., Sr. H., Col., Adu.

Federal Reserve System

EBF. 1950. 20 min. Sound. \$85, rent \$4.50. Sr. H., Col., Adu.

Fight for a Fuller Life

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Fight for Better Schools

Mot. 1950. 20 min. Sound. \$55. Sr. H., Col., Adu. Forum.

Flight of the Sea Birds

WildLifeFilms. 1950. 10min. Sound. \$27.50; also color \$85. Elem., Jr. H., Sr. H., Col., Adu.

France: Background for Literature

Coronet. 1950. 10 min. Sound. Guide. (Language and art series.) \$45; also color \$90. Jr. H., Sr. H., Col., Adu.

Friction

Young America. 1950. 11 min. Sound. (Elementary science series.) \$40. Elem., Jr. H.

Fuel-Line to Italy

AFFilms. 1950. 10 min. Sound. Free-loan. Sr. H., Col., Adu.

Fur Trapper of the North

EBF. 1950. 10 min. Sound. \$100. Color. Elem., Jr. H.

General Returns

AFFilms. 1950. 10 min. Sound. Free-loan. Sr. H., Col., Adu.

Geneva, The International City

FilmsOfNations. 1950. 10½ min. Sound. \$30, rent \$1.50; color \$85, rent \$3. Jr. H., Sr. H., Col., Adu.

The German Language (4 films)

WisU. 1950. 5 min. each. Sound. Set \$165, rent \$2.50 each. Sr. H., Col., Adu.

Glory of Spring

Ott. 1950. 10 min. Sound. Color \$90, rent \$5. Elem., Jr. H., Sr. H., Col., Adu.

God's Wonders in a Woodland Brook

Church-Craft. 1950. 11 min. Sound. Color. Rent \$4. Pr., Elem., Jr. H.

Good Samaritan

ReligiousFim.Assn. 1950. 14 min. Sound. \$80. Rent \$5. Color \$120. Rent \$7.50. Pr., Elem., Jr. H.

Green Gold of the Salinas Valley

Tompkins. 1950. 20 min. \$85, color \$170. Elem., Jr. H., Sr. H.

Grouse of the Grasslands

EBF. 1950. 10 min. Sound. \$100. Color. Jr. H., Sr. H.

Growth of a Nation

ModernTP. 1950. 20 min. Sound. Free-loan. Sr. H., Col., Adu.

H₂O-N. Y.

NYSIdptComm. 1950. 27 min. Sound. Color. Free-loan. Jr. H., Sr. H., Col., Adu.

Alexander Hamilton

EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.

Headsprings in the Gym

EBF. 1950. 10 min. Sound. \$50. Jr. H., Sr. H.

Hear Better: Healthy Ears

Coronet. 1950. 10 min. Sound. \$50. Color \$100. Pr., Elem.

Hidden Power

AFFilms. 1950. 10 min. Sound. Free-loan. Sr. H., Col., Adu.

(Continued on page 20A)

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Educational Films

(Continued from page 18A)

Holland, Garden of Europe

FilmsofNations. 1950. 13 min. Sound. Color \$125, rent \$5. Jr. H., Sr. H., Col., Adu.

Holy Year Pilgrimage to Rome

WorldinColor. 1950. 3½ min. Silent. \$4, color \$14.75. (8mm. film b&w \$2, color \$7.50). Jr. H., Sr. H., Col., Adu.

Home Management: Buying Food

YoungAmerica. 1950. 11 min. Sound. \$40. Jr. H., Sr. H., Col., Adu.

Homemaker Series (6 films)

Simmel-Mesurvey. 1950. 5 min. each. Sound. Sold only as a set. \$170, color \$270.

How to Think

Coronet. 1950. 12 min. Sound. (Guidance series.) \$56.25; also color \$112.50. Jr. H., Sr. H., Col., Adu.

How We Co-operate

Coronet. 1950. 10 min. Sound. (Guidance series.) \$45; also color \$90. Elem., Jr. H., Sr. H.

Human Bridge

Ford. 1950. 28 min. Sound. Loan. Jr. H., Sr. H., Adu.

Inside the Vatican

CatholicVisEd. 1950. 30 min. Sound. \$60, rent \$10; color \$2.50, rent \$19. Jr. H., Sr. H., Col., Adu.

Invisible Link

AFFlms. 1950. 15 min. Sound. Free-loan. Sr. H., Col., Adu.

Invitation to Music

Official. 1950. 15 min. Sound. \$50. Elem., Jr. H., Sr. H., Col., Adu.

Andrew Jackson

EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.

Japanese Family

IntFlmFd. 1950. 23 min. Sound. (Far Eastern peoples series.) \$125. Rent \$6.

Joe Turner, American

NatAssnMfrs. 1950. 27 min. Sound. \$55. Free-loan.

John and Mable Ringling Museum of Art

WorldinColor. 1950. 3½ min. Silent. \$4, color \$14.75. (8mm film b&w \$2, color \$7.50). Jr. H., Sr. H., Col., Adu.

Kezli or Zorzor

ReligiousFlmAssn. 30 min. Sound. Color \$220, rent \$10. Jr. H., Sr. H., Col., Adu.

Life Hangs by a Thread

Brandon. 1950. 18 min. Sound. Color \$160. Elem., Jr. H., Sr. H., Col., Adu.

Life of a Plant

EBF. 1950. 10 min. Sound. Guide. Color \$100. Rent \$4. Elem., Jr. H., Sr. H., Col., Adu.

Little Red Riding Hood

Sterling. 1950. 11 min. Sound. \$22.50. Pr. Elem.

Liquid Sunshine

AFFlms. 1950. 10 min. Sound. Free-loan. Jr. H., Sr. H., Col., Adu.

The Living Forest (Forum Version)

EBF. 1950. 40 min. Sound. \$330. Color. Jr. H., Sr. H., Col., Adu.

Look to the Forest

CanNFB. 1950. 22 min. Sound. \$60, rent \$3. Jr. H., Sr. H., Col., Adu.

Lost Sheep

ReligiousFlmAssn. 1950. 14 min. Sound. \$80, rent \$5. Color \$120, rent \$7.50.

Lucerne

FilmsofNations. 1950. 19 min. Sound. \$50, rent \$3. Jr. H., Sr. H., Col., Adu.

Maine Harbor Town

UWF. 1950. 20 min. Sound. (Earth and its peoples series.) \$100. Rent \$6. Jr. H., Sr. H., Col., Adu.

Make Mine Ice Cream

DenverDairyCouncil. 1950. 20 min. Sound. Color. \$150. Elem., Jr. H.

Mardi Gras

Republic. 1950. Sound. (Land of opportunity series.) \$50, rent \$2.50. Jr. H., Sr. H., Col., Adu.

John Marshall

EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.

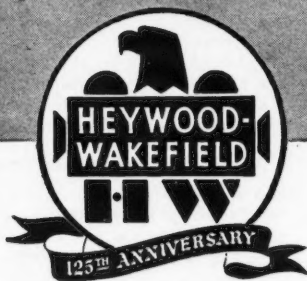
(Continued on page 22A)

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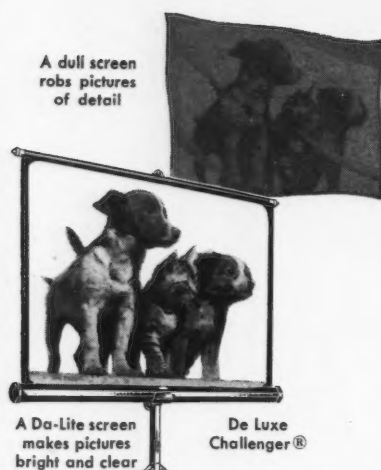


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Educational Films

(Continued from page 20A)

Maya Through the Ages

PrincetonFilmCtr. 1950. 45 min. Sound. Color. Loan. Jr. H., Sr. H., Col., Adu.

Meet the Swedes

FilmsofNations. 1950. 22 min. Sound. \$50, rent \$3; color \$160, rent \$6. Jr. H., Sr. H., Col., Adu.

Men at Work

AFFlms. 1950. 12 min. Sound. Free-loan. Sr. H., Col., Adu.

Mexico — Land of Romance

Hoefler. 1950. 22 min. Sound. Color \$180. Sr. H., Col., Adu.

Miracle of Rubber

AssnFlms. 1950. 20 min. Sound. Color. Free-loan. Elem., Jr. H., Sr. H., Col., Adu.

Monarch Butterfly Story

EBF. 1950. 10 min. Sound. \$100. Color. Elem.

Mozart and Barrios on Six Strings

AFFlms. 1950. 10 min. Sound. \$35, rent \$3. Jr. H., Sr. H., Col., Adu.

Newsweek Looks at Life Insurance

ModernTp. 1950. 30 min. Sound. Free-loan. Adu.

Nickel Mining

USBurMines. 1950. 22 min. Sound. Free-loan. Jr. H., Sr. H., Col., Adu.

Overcoming Fear

Coronet. 1950. 12 min. Sound. (Guidance series.) \$56.25; also color \$112.50. Jr. H., Sr. H., Col., Adu.

Our Town Is the World

CanNFB. 1950. 11 min. Sound. (Canada carries on series.) \$30, rent \$1.50. Jr. H., Sr. H., Col., Adu.

One Man's Family

BIS. 1950. 26 min. Sound. \$67.50, rent \$3.75. Sr. H., Col., Adu.

Parties Are Fun

Coronet. 1950. 10 min. Sound. Guide. (Guidance series.) \$45; also color \$90.

Partners in Purchasing

Socony-Vacuum. 1950. 24 min. Sound. Color \$175, free-loan. Adu.

People of Venafro

AFFlms. 1950. 12 min. Sound. Free-loan. Sr. H., Col., Adu.

Physics Demonstrations — Set (5 films)

McGraw-Hill. 1950. Sound. \$17.50 each, set \$75. Sr. H., Col., Adu.

Pilgrim's Progress

Baptista. 1950. 1 hr. Sound. Color. Jr. H., Sr. H., Col., Adu.

Pineapple Culture

Hoefler. 1950. 11 min. Sound. Color. \$90. Jr. H., Sr. H., Col., Adu.

(Continued on page 23A)

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_____ Singing Clock @ \$1.60—Extra faces @ \$.25
Enclosed find ☐ Check ☐ Money Order

Name.....

Street.....

City.....Zone.....State.....

Educational Films

(Continued from page 22A)

Pines From Seedlings

VaStDeptEd. 1950. 23 min. Sound. \$62, rent \$4; color \$132, rent \$2. Sr. H., Col., Adu.

Pond Life

EBF. 1950. 10 min. Sound. \$50. Pr., Elem.

The Pottery Wheel

Allen-Moore Prod. 1950. 9½ min. Sound. \$45, rent \$3. Jr. H., Sr. H., Col., Adu.

Printing Through the Ages

EBF. 1950. 12½ min. Sound. \$60. Elem., Jr. H., Sr. H., Col., Adu.

Probation Officer

BIS. 1950. 34 min. Sound. \$87.50, rent \$5. Col., Adu.

Project for Tomorrow

AFFlms. 1950. 20 min. Sound. Free-loan. Jr. H., Sr. H., Col., Adu.

Ragamuffin

Sterling. 1950. 10 min. Sound. \$25. Elem., Jr. H.

Rape of the Earth

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Report of the Atom

MOT. 1950. 20 min. Sound. \$55. Sr. H., Col., Adu.

Report on Hong Kong

BIS. 1950. 20 min. Sound. (This modern age.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Rhythm and Percussion (Children's Concert I)

EBF. 1950. 10 min. Sound. \$50. Pr.

Rhythm-Instruments and Movements

EBF. 1950. 10 min. Sound. \$50. Pr., Elem.

Ross Allen Reptile Institute

WorldinColor. 1950. 3½ min. Silent. \$4, color \$14.75. (8mm. film b&w \$2, color \$7.50). Jr. H., Sr. H., Col., Adu.

'Round the Mulberry Bush

Sterling. 1950. 10 min. Sound. \$17.50, color \$75, pr., Elem., Jr. H.

Rumpelstiltskin

Sterling. 1950. 10 min. Sound. (Fairy tales series.) \$22.50. Pr., Elem., Jr. H.

Safe on Two Wheels

Aetna. 1950. 10 min. Free-loan. Elem., Jr. H.

A Sailor Is Born

BIS. 1950. 20 min. Sound. \$47.50, rent \$2.50. Sr. H., Col., Adu.

Salmon — Life Cycle of the Sockeye

Hoefer. 1950. 11 min. Sound. \$45, color \$90. Jr. H., Sr. H., Col., Adu.

School Bus Safety

VaStDptEd. 1950. 18 min. Sound. \$50, rent \$4; color \$106, rent \$8. Col., Adu.

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Edward J. Fletcher, Manager

School in Centerville

NatEdAssnRural. 1950. 20 min. Sound. \$90, color \$135. Col., Adu.

Scotland Yard

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Seashore Life

EBF. 1950. 10 min. Sound. \$100. Pr., Elem.

Second Chance

ReligiousFlmAssn. 1950. 1 hr. 15 min. Sound. Rent \$15. Adu.

The Secret

Sterling. 1950. 10 min. Sound. \$17.50. Pr., Elem.

Simple Ceramics

Allen-Moore Prod. 1950. 10 min. Sound. \$45, rent \$3; color \$85, rent \$6. Pr., Elem., Jr. H., Sr. H., Col., Adu.

Skiing in Colorado

Coors. 1950. 30 min. Sound. Color. Free-loan.

Snow White and Rose Red

Sterling. 1950. 11 min. Sound. \$22.50. Pr., Elem.

Solidarity

UnionFlms. 1950. 10 min. Sound. \$50, rent. Adu.

(Continued on page 26A)

Oneida LEADS THE



Built to provide the utmost in safety and comfort—long life and lower operating costs—Oneida Safety School Bus Bodies offer educators a new, *road-tested* dollar value based on performance records throughout the country.

Available in a range of capacities up to 72 passengers, Oneida Bodies are engineered to fit the leading buschassis makes with accuracy, balance and streamlined design.

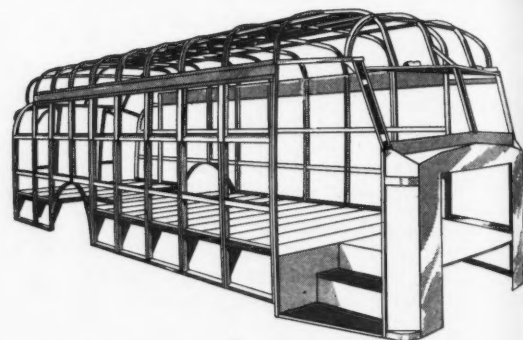
Exclusive features of design and construction, pioneered by Oneida, create an overall quality that assures maximum protection to children and top security for the taxpayers' vital investment in school transportation.

THE ONEIDA "UTILITY" BUS BODY FOR SMALL STUDENT LOADS



Oneida Utility School Bus Bodies are ideal for conditions where other coaches are too large for economical operation. Roomy yet compact, 16 to 24 passengers can be easily accommodated, depending on the seating basis.

Fine craftsmanship has been the hallmark of Oneida for more than a century. Oneida Safety School Bus Bodies—tough, strong, rugged—are geared to the nation's needs!



A CRADLE OF STEEL FROM WHEEL TO WHEEL

The exclusive Oneida integrated frame construction provides "A Cradle of Steel from Wheel to Wheel." The interlocking heavy-gauge steel structural members and double-riveted body panels create a self-supporting body of great strength.



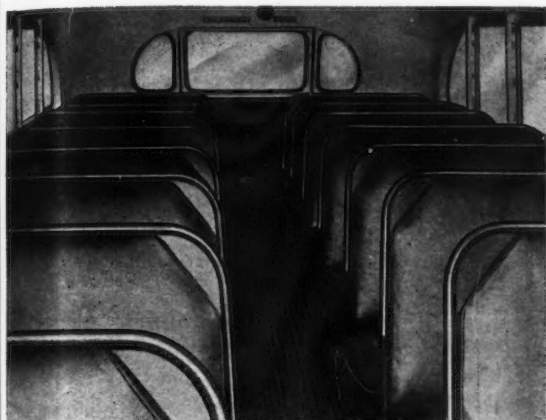
BE SAFE... BU

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ONEIDA PRODUCTS CORPORATION
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WAY IN SCHOOL BUS SAFETY!

A masterpiece of precision engineering—the All-Steel Oneida Body has Flexi-Joint construction with 4 point suspension for mounting. This exclusive Oneida feature of design provides a “go with the blow”—compensating factor in joint and assembly construction that overcomes road shock, stresses, strains and torsional twists.

A universal, streamlined cowl—lustrous, durable finish



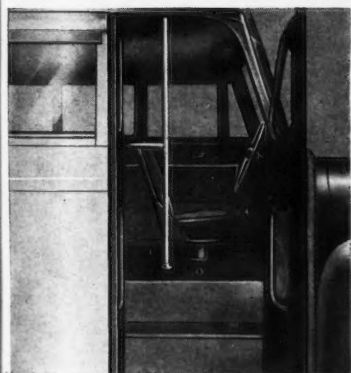
—heavy insulation—sturdy, interlocked roof, platform and body panel assembly—combine to make Oneida a body of unusual beauty and dependability.

In the event of unforeseen damage, Oneida's unique construction features and interchangeable parts allow quick, easy repairs with a minimum of “out-of-service” time.

The extra-rugged Oneida Body is built to stand up under the hard daily grind over paved or rough roads. With every feature a safety feature Oneida challenges the consideration of school boards everywhere.

ROOMY, COMFORTABLE INTERIOR

Seat arrangements and window openings meet individual state requirements. Wide aisles and full 70" headroom allow rapid, unimpeded loading and unloading. All seats have web-type handholds to prevent accidents. Heavy, non-skid, ribbed aisle linoleum is an added safety factor. Continuous circulation of fresh air is maintained through roof ventilators. Air flow may be regulated by manually-operated grilles located in ceiling.



ENTRANCE DOOR • Wide, two-step entrance permits easy loading and unloading of students. Vertical edges of doors have soft rubber seals to protect children's fingers. A metal courtesy guard is between entrance well and right front seat.



DRIVER'S SEAT • It is adjustable up and down, backward and forward, to allow the individual driver easy reach of all controls. The *deluxe* swivel seat, which provides easy entrance and exit, is designed to combine safety with comfort.



LEFT REAR EMERGENCY DOOR (optional equipment) • This type emergency exit door is located in the left rear quarter of the body and permits a rear seat across the full width of the body. This door is equipped with a three-point safety releasing mechanism.

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Educational Films

(Continued from page 23A)

Sponge Divers

Republic. 1950. 9 1/2 min. Sound. (Land of opportunity series.) \$50, rent \$2.50. Jr. H., Sr. H., Col., Adu.

Story of Nickel Refining

USBurMines. 1950. 22 min. Sound. Free-loan. Jr. H., Sr. H., Col., Adu.

String Instruments (Children's Concert III)

EBF. 1950. 10 min. Sound. \$50. Pr.

Talking to Italians

AFFlms. 1950. 20 min. Sound. Free-loan. Sr. H., Col., Adu.

Teaching Materials Center

VaStdptEd. 1950. 9 min. Sound. \$21, rent \$2; color \$45, rent \$4. Col., Adu.

Ten Talents

ReligiousFlmAssn. 1950. 14 min. Sound. \$80, rent \$5; color \$120, rent \$7.50. Pr., Elem., Jr. H.

Texas and Its Natural Resources

USBurMines. 1950. 43 min. Sound. Color. Free-loan. Jr. H., Sr. H., Col., Adu.

These Fish Are Yours

WildLifeFlms. 1950. 28 min. Sound. \$75, color \$250. Jr. H., Sr. H., Col., Adu.

This Is the United Nations I

UNFlmDiv. 1950. 15 min. Sound. (Screen magazine series.) Rent \$2.50. Elem., Jr. H., Sr. H., Col., Adu.

This Is the United Nations II

UNFlmDiv. 1950. 12 min. Sound. (Screen magazine series.) Rent \$2.50. Elem., Jr. H., Sr. H., Col., Adu.

Thorvaldsen

FilmsofNations. 1950. 10 min. Sound. \$30, rent \$1.50. Sr. H., Col., Adu.

Tillers of the Soil

Republic. 1950. 9 1/2 min. Sound. (Land of opportunity series.) \$50, rent \$2.50. Jr. H., Sr. H., Col., Adu.

A Time for Bach

AFFlms. 1950. 23 min. Sound. \$180. Rent \$10. Sr. H., Col., Adu.

The Torch

BurCommRes. 1950. 11 1/2 min. Sound. Color. Free-loan. Jr. H., Sr. H., Col., Adu.

Touchdown Thrills of 1950

Official. 1950. 9 min. Sound. \$17.50. Jr. H., Sr. H., Col., Adu.

Toyland Icecapades

Sterling. 1950. 10 min. Sound. \$17.50. Pr., Elem.

Trees Are a Crop

CanNBF. 1950. 23 min. Sound. Color \$150, rent \$6. Sr. H., Col., Adu.

A Trip to Sicily

AFFlms. 1950. 10 min. Sound. Free-loan. Sr. H., Col., Adu.

Tropical Hobbyland

WorldinColor. 1950. 3 1/2 min. Silent. \$4, color \$14.75; 8mm. film b&w \$2, color \$7.50. Jr. H., Sr. H., Col., Adu.

24 Hours of Progress

OilIndInfComm. 1950. 28 min. Sound. \$40. Jr. H., Sr. H., Col., Adu.

Two Views on Socialism

Coronet. 1950. 25 min. Sound. (Guidance series.) \$67.50; also color \$135. Jr. H., Sr. H., Col., Adu.

Underwater Adventure

Sterling. 1950. 10 min. Sound. \$17.50. Jr. H., Sr. H., Col., Adu.

Upon This Rock

CanticleFlms. 1950. 1 hr. 35 min. Sound. Color. Rent. Apply. Elem., Jr. H., Sr. H., Col., Adu.

The Vanishing "El"

Sterling. 1950. 10 min. Sound. \$22.50. Jr. H., Sr. H., Col., Adu.

Vocal Music

EBF. 1950. 10 min. Sound. \$50, rent \$2.50. Jr. H., Sr. H.

George Washington

EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.

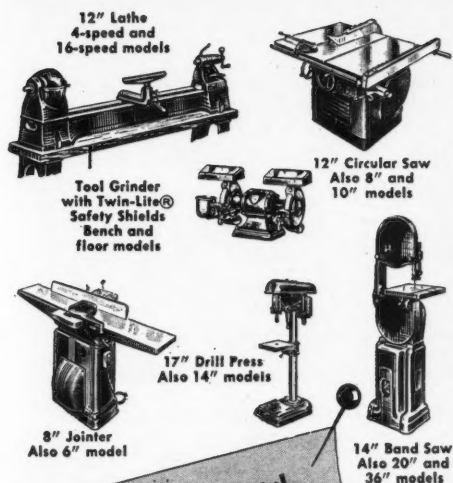
(Continued on page 28A)

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DELTA machines that industry uses**



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**By equipping with Delta Machine Tools, you make the
standard of industry *your* standard in the classroom**

Your shop instructor's insistence on Delta Machine Tools and high standards of performance (the two go hand in hand) really pays off:

Industry offers more job opportunities to people trained on Delta machines. For they are machines used by practically every branch of industry.

You are equipped to conduct a shop program that is attuned to today's needs for: (a) secondary school graduates; (b) new and returning defense workers; (c) workers who need to be readjusted to new jobs — or upgraded to advanced job classifications.

By specifying "Delta" on his requisition, your instructor chooses the machines that fit your program and budget best. Delta machines are com-

pact, low cost, easy to operate — and safe! And Delta's built-in accuracy enables the student of limited skill to produce quality end-products. A complete line of accessories permits using Delta machines on a wider range of operations and projects.

Creditable results support your good judgment in approving requisitions for Delta Machine Tools.

Look for the name of your Delta dealer under "Tools" in the classified section of your telephone directory.

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Position.....

School.....

Address.....

City..... (.....) State.....

S-74A

Remarkable student progress

The gain achieved by adult classed with Keystone Tachistoscopic training has exceeded 50%. Numerous students have made more than a year's progress in one semester; others have doubled their reading speeds in 12 weeks.

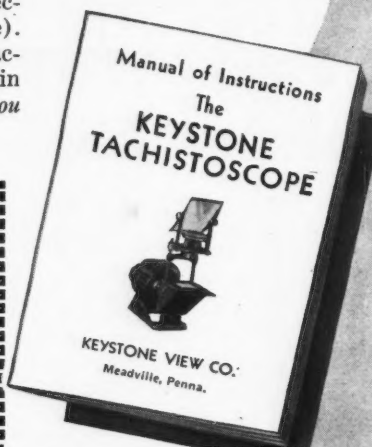
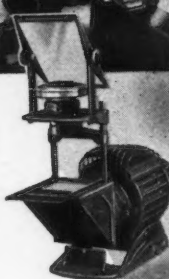
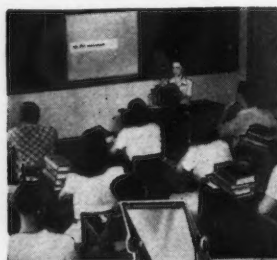
teachers not experienced in Tachistoscopic work have made immediate successes.

detailed daily programs have freed the teacher from dependence on verbal instructions; step-by-step outlines of procedure are provided.

basic reading skills are taught better and faster: quick and accurate seeing, enlarged visual span, instantaneous interpretation, removal of psychological blockages, etc. Keystone Tachistoscopic Training is necessary preparation for elementary and remedial reading work, assuring that basic skills are well fixed, before forcing speed.

spelling, arithmetic, art and music instruction is more rapid and more effective with the Keystone Tachistoscope.

New Manual of Instructions is the result of 12 years of successful use (the first 400 Tachistoscopes provided for the U. S. Navy's recognition work, in 1942, were Keystone). The new manual is unparalleled for practical helpfulness — based on experience in the classroom. *The coupon will bring you further information.*



KEYSTONE VIEW CO., Meadville, Penna.

Please send reports of results being attained by schools using the Keystone Tachistoscope.

(Name).....

(Position).....

(Address).....

Educational Films

(Concluded from page 26A)

Daniel Webster

EBF. 1950. 20 min. Sound. \$85. Jr. H., Sr. H., Col., Adu.

We Play and Share Together

Burnford, Paul. 1950. 10 min. Sound \$45, color \$90. Pr.

Western Samoa

Brand, Paul. 1950. 20 min. Sound. Rent \$2.50. Jr. H., Sr. H., Col., Adu.

What Happened to JOJO?

RFA. 1950. 35 min. Sound. (Curriculum

enrichment series.) \$160. Rent \$8. Elem., Jr. H., Sr. H., Adu.

When You Went Away

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Where Britain Stands

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Will Europe Unite?

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

THE CALENDAR FOR MAY

May 1 and 2 are Rogation Days. May 1 is the feast of the Apostles Philip and James. May 2 is the vigil of the Ascension and the feast of St. Athanasius.

May 3, the Ascension of Our Lord is a holyday of obligation.

May 4 is the transferred feast of the Finding of the Holy Cross.

May 12, the vigil of Pentecost, is a day of fast and abstinence.

May 13 is the feast of Pentecost, sometimes called the birthday of the Church. Your pupils should know the great significance of the feast of Pentecost.

May 16, 18, 19 are the Ember Days following Pentecost. What do they mean to your pupils?

May 20 is Holy Trinity Sunday, the last day for fulfilling the obligation of the Easter duty. Tell the children in advance to pray for the poor timid souls who are postponing their Easter Communion because they find it difficult to go to Confession.

May 24 is the glorious feast of Corpus Christi (The Body of Christ). Most likely the feast will be observed solemnly next Sunday. The fact that this feast is observed with an octave shows its importance. It was once a holyday of obligation. Although not of obligation now in the United States, let us not forget it.

The month of May, in addition to its many special feast days, is of great significance to all children in Catholic schools as the Month of Our Lady.

Secular observances in May worthy of mention are May 20, National Citizenship (or "I Am an American Day") and May 30, Memorial Day.

Woodwinds and Brass (Children's Concert II)

EBF. 1950. 10 min. Sound. \$50. Pr.

Women in Our Times

BIS. 1950. 20 min. Sound. (This modern age series.) \$47.50, rent \$2.50. Sr. H., Col., Adu.

Writing Through the Ages

EBF. 1950. 10 min. Sound. \$50. Elem., Jr. H.

You Can Beat the A-Bomb

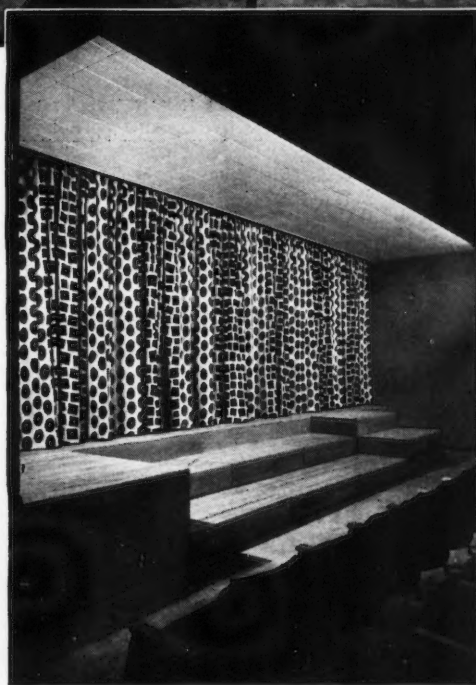
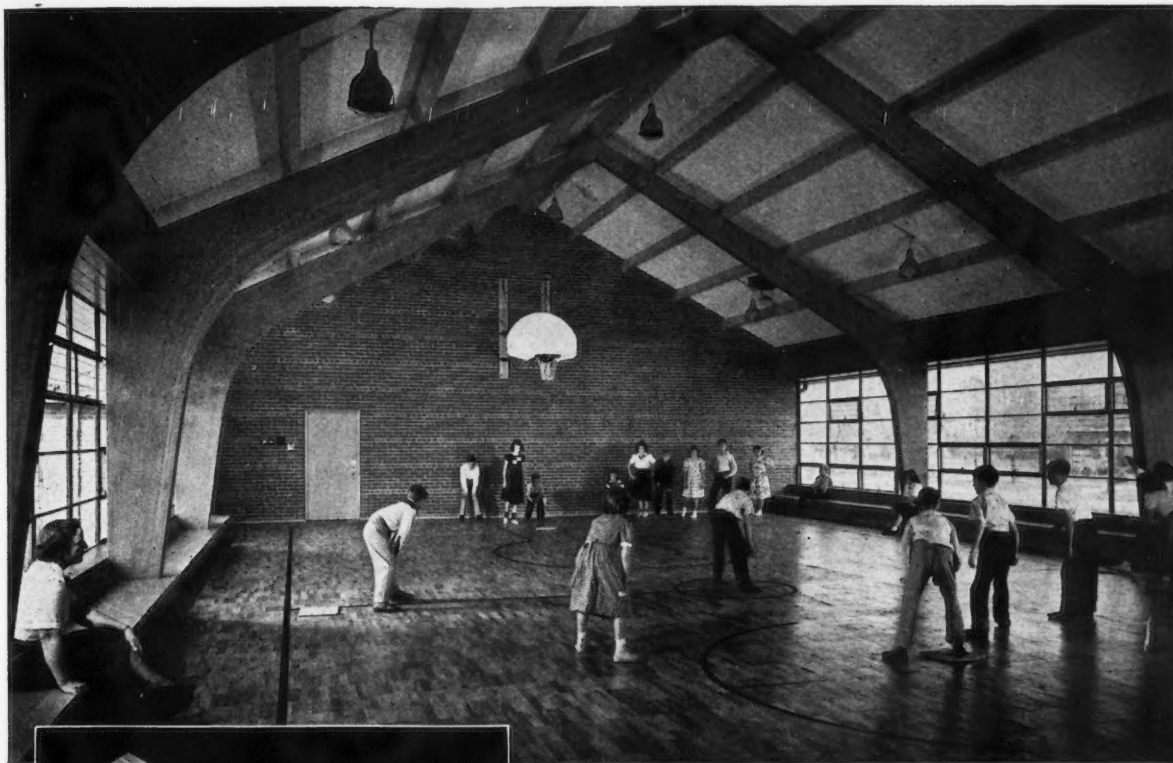
McGraw-Hill. 1950. 20 min. Sound. \$80. (10 yr. lease.) Jr. H., Sr. H., Col., Adu.

Your Air Force in Action

USAirForce. 1950. 13½ min. Free-loan. Sr. H., Col., Adu.

Yours Is the Land

EBF. 1950. 20 min. Sound. Color. Guide. \$163. Rent \$8. Jr. H., Sr. H., Col., Adu., Forum.



Playroom-Gymnasium in new Blythe Park School, Riverside, Ill., floored with black-patterned Northern Hard Maple. Perkins & Will, Chicago, Architects-Engineers.

Stage detail of the dual-use auditorium showing flexible-unit platforms, maple-surfaced, adaptable to any needs of choral activity or pageantry. The colorful red-and-black curtain was specially designed by Angelo Testa.

Nature anticipated the modern school with— **NORTHERN HARD MAPLE**

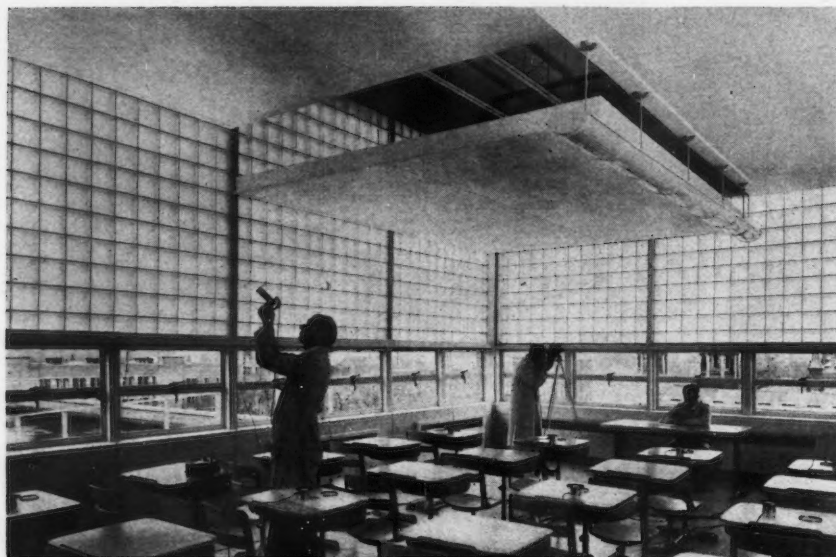


● Cheerful brightness, restful *resiliency*, lasting economy, commend the floor of Northern Hard Maple to the school planner. When these modern concepts of truly functional school design arrived, MFMA-graded Northern Hard Maple flooring was here to meet them squarely, on every count. Maple's satin-smoothness comes from its dense, scar-resistant, non-splintering grain structure. Its accurate MFMA dimensioning and its own inherent stability make for good, tight, joints—hence, cleanliness and easy maintenance. Truly, Nature anticipated the advent of the modern school with "the finest floor that grows." Ask your architect about important savings through use of the interesting "character" grades of MFMA maple. See SWEET'S Arch. 13i/MA.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
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CHICAGO 1, ILLINOIS

FLOOR WITH **NORTHERN** HARD MAPLE
BEECH AND BIRCH

The Fabric of the School



Model schoolroom in the laboratory at the University of Michigan. The ceiling may be raised or lowered in sections, and one of the "window" walls may be covered. The men are measuring the light admitted or reflected. The instruments on the desks measure the amount of light in various parts of the room.

Controlled Daylight in Classrooms

A RECENT demonstration and report climaxes ten years of study and research in the diffusion and control of daylighting of classrooms and other workrooms. The project has been in charge of Dr. R. A. Boyd, research physicist, and his associates in a special laboratory set up by the Engineering Research Institute of the University of Michigan and sponsored by the American Structural Products Co., a subsidiary of Owens-Illinois Glass Co.

The principal purpose of this special laboratory is the study of light-diffusing and light-directing glass blocks. Incidentally the study has yielded valuable data concerning window arrangement and materials, reflectivity of various colors on walls, floors, and furniture; and the transmission of daylight in general.

Daylighting Problems

With ordinary clear-glass windows as the only source of daylight, there are always dark areas in the room while shades must be used to suppress the glare of direct sunlight at the windows and on objects near by.

With conventional windows, daylight is directed downward, much of it being absorbed by dark floors, furniture, and the clothing of the occupants of the rooms.

A Solution

As a remedy for this condition, the Owens-Illinois Glass Company introduced its pris-

matic glass block in 1937. From this beginning has been developed the present system of installing, for outside view and ventilation, a row of clear-glass awning or pivot-sash

windows, along the outer wall, about 36 inches high, and above this, extending to the ceiling a wall of glass block. The prisms inside the hollow glass block bend the light upward and the white ceiling acts as a reflector to diffuse it throughout the room. Since the strong daylight is directed above eye level, the occupants of the rooms do not have to face it.

The Laboratory Tests

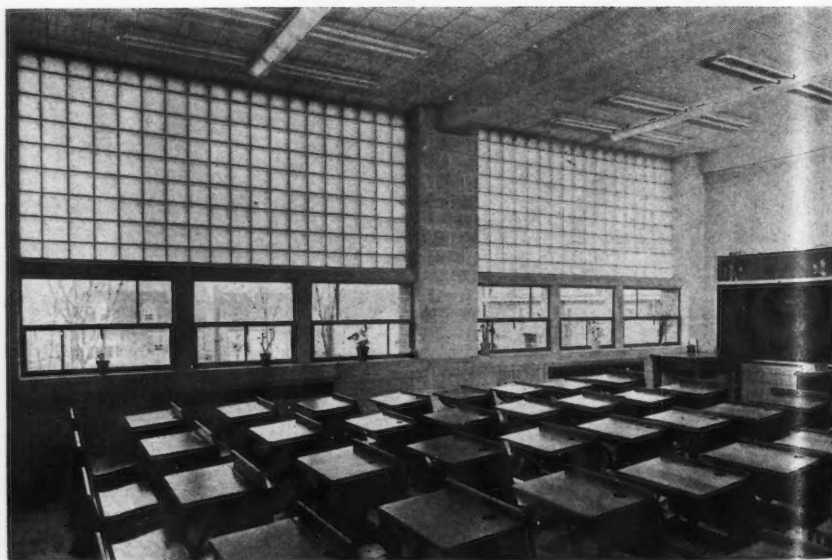
The special laboratory for a scientific study of prism glass block was installed on the roof of one of the engineering buildings at the University. A system of artificial lighting was devised to simulate exactly the behavior of sunlight under varying conditions of latitude and seasons. A model room was set up where the behavior of the prism glass block can be tested under any set of conditions. Light may be admitted on one or more sides of the room and the height of the ceiling may be varied. Special instruments were devised to measure the amount of light admitted and that reflected not only from the ceiling but also from the desks and side walls.

Improvements in the Block

The Insulex prism glass block has been improved recently so that it not only directs the light to the ceiling, but also, by means of special "azimuth-correcting" ribs on the outside face it transmits more daylight sidewise within the building.

These blocks have been used in hundreds

(Continued on page 32A)

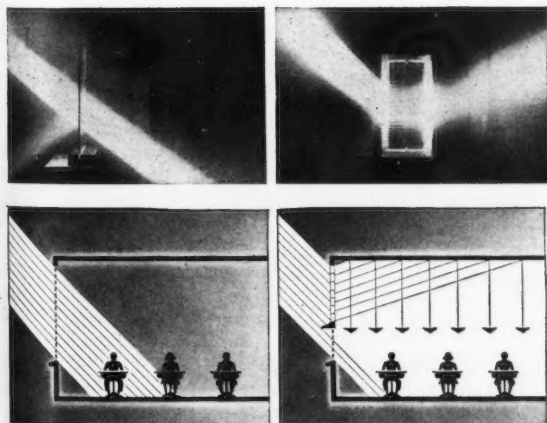


This room is typical of a modern school with controlled daylighting. Natural light is distributed evenly over all work surfaces, including desks far from the windows. The low clear-glass windows provide ventilation and a view; the prism-glass blocks above direct sunlight to the ceiling.



Insulux daylighted classroom in the James Vernor Elementary School, Detroit, Michigan. Architects: Eberle M. Smith Associates, Detroit; Contractors: Emil Van Sile Company, Detroit. This school was one of the original three Detroit Insulux Fenestration "test" schools.

Daylight Engineering CAN GIVE YOUR CHILDREN THE SAME GOOD DAYLIGHT THAT DETROIT'S CHILDREN HAVE



Above, child near ordinary window gets harsh brightness and glare, others suffer from high degree of contrast, need overhead light. Right, light beams striking Insulux Glass Block No. 363. See how built-in prisms route light UP, and spread it. Result is even, diffused light over all parts of classroom.

A few years ago, the Detroit Board of Education became gravely concerned with lighting conditions in Detroit schools.

After long investigation, it incorporated Insulux Fenestration Systems in a group of three test schools. Results were so excellent that glass block is being specified in practically all of Detroit's new school buildings.

Daylight Engineering can help you, too, to build schoolrooms with the right quality and quantity of daylight. An Insulux Fenestration System using the new Insulux Light Directing Glass Block No. 363 eliminates excessive glare, provides even, diffused daylight over all parts of the classroom even on the inner rows of desks, work tables and blackboards.

If lighting conditions in your school buildings are poor, or if you are planning to build, find out all about the revolution in school daylighting. Send for our new free booklet, "Better Light for Our Children." Write to Daylight Engineering Laboratory, Dept. CS-5 Box 1035, Toledo 1, Ohio. Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.



INSULUX FENESTRATION SYSTEMS

—by the pioneers of Daylight Engineering

CALL ON HILLYARD TO HELP . . .

PUT YOUR SCHOOL IN THE PINK OF CONDITION
during the Summer "Time-out"



A heavy coat of SUPER HIL-TONE, Hillyard's safe, non-greasy dustless dressing, will protect this gym floor during the summer lay-a-way.



ONEX-SEAL gives this corridor and stairway a mirror-bright surface — anti-slip, too (Underwriter's Laboratories approved).

SAVE COSTS UP TO 50% Hillyard floor experts are on the school job throughout the summer — to help you get your school floors in tip top shape. Your Hillyard Maintaineer will show you how to apply labor-saving Hillyard products. You can't afford to overlook this FREE Hillyard help in improving your summer cleaning at lower cost.

MAIL THIS COUPON TODAY

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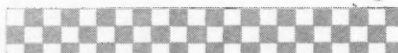
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(Continued from page 30A)

of new buildings in the United States and Canada — schools, hospitals, industrial plants, etc. At the recent convention of school administrators at Atlantic City there was an exhibit of 133 school building plans. Of these 79 used glass block in one form or another.

The moderate increase in cost of construction due to the glass-block installation is, according to building experts, more than offset by various economies in maintenance. They have a high insulating factor; the steel sash used below them is practically permanent; and the low clear-glass windows may be shielded on the outside so that they do not need window shades.

Blackboard Resurfacing by the School Janitor

John A. Thatcher*

The present article is reprinted from *School Business Affairs*, published by the National Association of School Business Officials.

Schools which have slate blackboards that have become scratched, pitted, and chalk-laden can have the janitors resurface those blackboards and bring them back to their

*School Engineer, Floral Park, N. Y.

original usefulness with a minimum of expense and labor. Labor is the important part of the operation, and a good school custodian, even without experience in this type of work, can do a first class job of renovation.

When slate is originally quarried, it is put through a process of surfacing to produce a smooth marking surface. This process consists of a coarse, then a fine grinding operation, some of which is mechanical and some manual. Even though the slate shows wear after a number of years in use, it never goes back to quarry roughness. Only the finer refinishing is necessary.

Highly satisfactory results have been attained by proceeding as follows:

1. Obtain an efficient sanding machine of the reciprocating type, not a belt type. This is important to the custodian, since an inexperienced man can do a fine grinding job without danger of gouging the surface.

2. Obtain "wet-or-dry" garnet sandpaper, which comes in many degrees of fineness. Our success has come through the use of No. 180 grit for badly pitted boards, and No. 240 for others, as a first operation. No. 320 grit is used for the finish sanding.

3. Apply blackboard dye, which for this type of operation must be water soluble. There are a number of these dyes on the market. Equip the operator with a medium size sponge.

Method of Work

We are now ready to proceed, using the following steps:

1. Place a drop cloth on the floor under the water blackboard area.

2. Mix blackboard dye: 1 part dye, 4 parts water. Attach a sheet of garnet paper to the sander, cut to fit. Thoroughly sponge an area of eight square feet of the blackboard with dye, and start to grind the surface, using a clockwise swing of the machine, staying in the wetted area and keeping it wet while grinding.

The dyed water serves two purposes: (a) to reduce friction while grinding, and (b) to color the slate. Change the sanding sheet when necessary. The worst boards require only a few minutes of grinding, and one sheet does for an area of about 12 square feet before it is necessary to change.

3. When the first grinding over the entire board is completed, wipe off, and proceed with the fine grinding, using No. 320 paper, keeping the area well wetted as in the first grinding.

4. The final washing is done by sponging the board with a darker or blacker mixture of dye and water. Two men can do a better and faster job, one wetting ahead of the grinding operator, and sponging behind his operation. Allow the board to dry overnight, and it is ready for use.

Slate Faults

Nature deposits small stones in slate formations, and sometimes these stones show up in

(Continued on page 34A)



How to Make School Seem Shorter

It's pretty hard to pay attention—or hold it—in a room that has a closed-in, smothering feeling. And the day seems endless.

Why not bring in the cheerful, enlivening light of the sun? Build an atmosphere of freedom. Break down the barrier between your classroom and the outdoors with glass . . . a room-length, ceiling-high window wall of beautiful standardized Fenestra* Intermediate Steel Windows.

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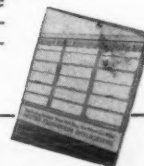
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(Continued from page 32A)

grinding and surfacing operations. What to do about these stones? Nothing. Nature is at fault, and we cannot do anything to correct or improve the situation.

Building News

Canada

★ Laval University was opened with the blessing of the first building, the school of surveying and forestry engineering, on the outskirts of Quebec recently. It is the first unit of the new University City being constructed through a \$10,000,000 fund raised in a subscription campaign a year ago. At the blessing ceremony, officiated by Archbishop Maurice Roy, the Quebec government, represented by Onesime Gagnon, provincial treasurer, presented a \$500,000 check to the University as part of the contribution by the government to the new institution.

California

★ The new St. Bartholomew's school and convent was dedicated in Long Beach, March 1, by Bishop Timothy Manning. The school opened last September with 132 pupils in six grades. The seventh grade will be added this fall and the eighth next year. The building includes eight classrooms, a health room, a Sister's conference room, and the superior's office. It is constructed of reinforced Higgins brick and has acoustically treated ceilings and a public-address system.

★ Our Lady of Lourdes School in Tujunga began the construction of the third of its school units. The first two units consisting of five classrooms were completed in 1949 and a convent was built last year. The third unit is an auditorium building, which will be equipped to serve as a school auditorium and gymnasium as well as a parish social hall. A floating hardwood floor and arched roof will make it the site for athletic contests. The building will also include a kitchen for school lunches and parish dinners and offices for the school. It will be of reinforced concrete-block construction.

★ The new St. Patrick's School in Los Angeles was blessed this spring by Bishop McGucken. It replaced the 47-year-old building which is still standing next to it.

★ Mission High School in San Gabriel was blessed recently by Archbishop J. Francis A. McIntyre. The mission is 180 years old.

Connecticut

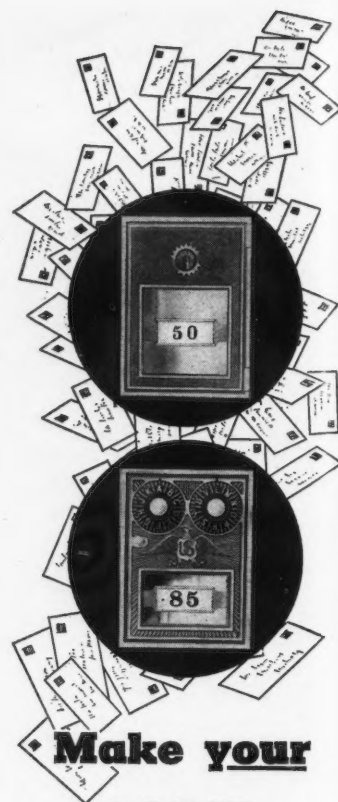
★ Construction has begun on a new four-room school and parish hall for Sacred Heart parish, Danbury. The new building of red brick veneer and cinder-block construction will allow the addition of other classrooms as needed. The auditorium will measure 70 by 90 ft. At the present time, classes are being held in the church basement for 147 pupils in the eight grades and kindergarten. The school is conducted by the Franciscan Sisters of St. Joseph.

Illinois

★ Construction this year of a gymnasium for the new St. Benedict co-education high school in Chicago was announced recently by Rt. Rev. Msgr. Walter L. Fasnacht, pastor. The building will provide enough space for private athletic courts for simultaneous use of boys and girls. Seating capacity for basketball games will be upwards of 1500, and the basement will contain a cafeteria with accommodations for 1000, recreation, band, and choral rooms.

★ Holy Family Parish in Chicago has announced the beginning of a fund drive for a new school. Property for the building has been purchased.

(Concluded on page 36A)



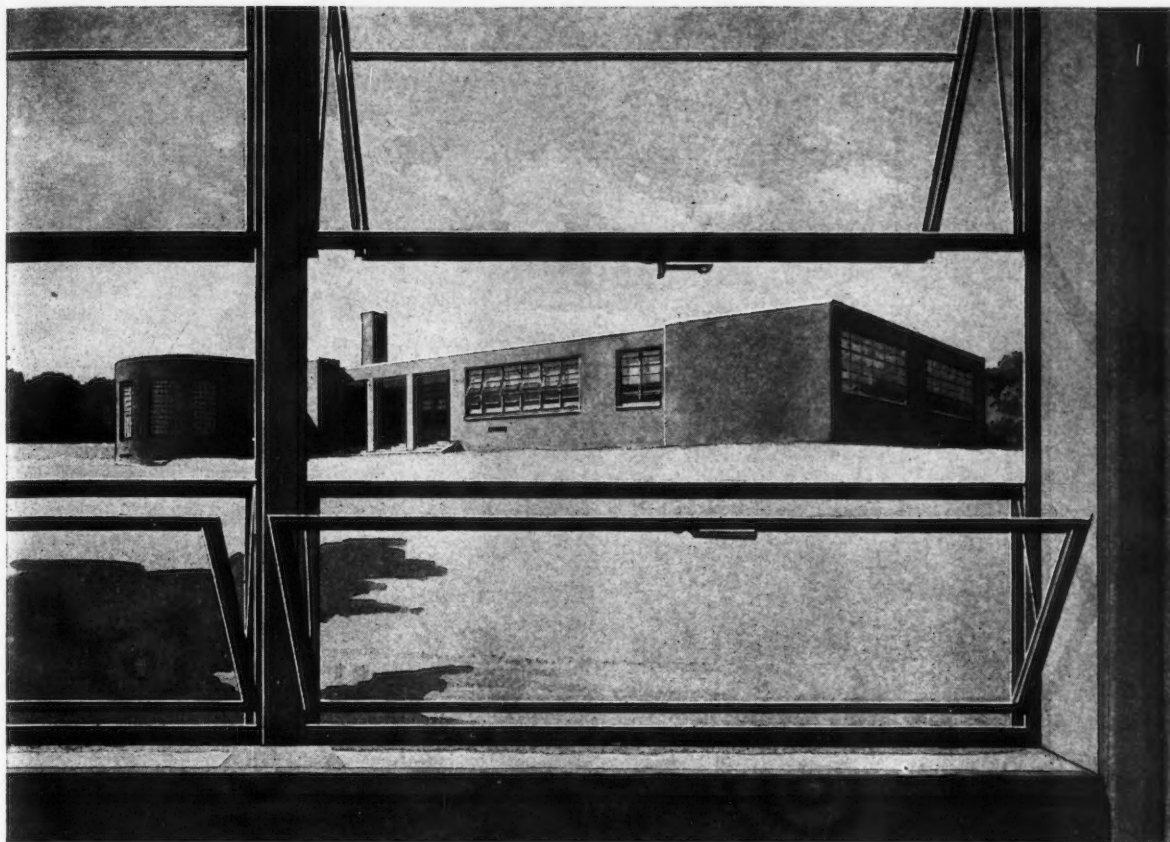
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Building News

(Concluded from page 34A)

Indiana

★ Holy Spirit Parish, Indianapolis, has begun construction of a six-classroom addition to its present school building. It is expected to be finished by September. The original building was meant to accommodate 150. Last September the enrollment was 325 and next fall's is expected to reach 425.

Iowa

★ St. Ambrose College, Davenport, has released the architect's sketch of the proposed chapel and seminary building which is part of the new master plan of the college. The chapel and seminary building, the first unit specified in the master plan, will be constructed at a cost of \$350,000, exclusive of interior furnishings.

Kentucky

★ A four-year building program will be undertaken by the Sisters of Notre Dame of the Cleveland Province in South Euclid outside Cleveland. The project will include a high school for girls, a residence hall for 150 students at Notre Dame college, and a house for Sisters of the Cleveland Province. All buildings will be located on the 50-acre tract of land owned by the Congregation in South Euclid where Notre Dame College is situated. Plans call for the high school and residence hall to be erected immediately, and it is hoped that the first unit of the high school, planned to accommodate 400 girls, will be ready for opening in September of 1951.

★ The Blessing and dedication of Bellarmine College's first building took place on February 11. Bellarmine College, Louisville's first Catholic college for men opened on October 4, 1950. A freshman class of 115 students and an equal number of part-time evening students were received at that time.

★ The new convent of the Passionist Nuns, Erlanger, was dedicated recently by Most Rev. William T. Mulloy.

Maryland

★ The new parochial school, convent, and auditorium of St. Ambrose Church in Cheverly was dedicated recently by Most Rev. Patrick A. O'Boyle, archbishop of Washington. Cost of the improvements, with equipment and furnishings, will be almost \$250,000.

Michigan

★ St. Joseph's parish in Watervliet is building the first Catholic school in the parish. The building will have no basement and will be of steel and masonry construction, faced with red brick. It will be a four-room structure and will cost about \$62,000. Children of several outlying areas will attend the school.

New York

★ The new school of Our Lady of the Most Blessed Sacrament, Bayside, opened its doors recently. The school, staffed by Sisters of Mercy, has an enrollment of 455 in the first five grades. Another grade will be added each year. The building is a three-story structure with 16 classrooms, an auditorium, cafeteria, meeting room, library, and kindergarten. The auditorium will house approximately 800 persons when finished.

★ The cornerstone of the new St. Boniface School and auditorium at Elmont, L. I., has been laid. The school will contain a large number of classrooms, a principal's office, a clinic room, and a cafeteria. It is expected to be ready for dedication soon.

★ The construction of a \$259,000 gymnasium for St. Anthony Minor Seminary and Padua High School, Watkins Glen, has been announced. The new building will measure 140 by 80 ft. and will be constructed of steel, brick, and glass block. In addition to the regulation basketball court and a bleacher capacity of approximately 800, the new structure will contain a stage, bowling alleys, locker rooms, classrooms, and rooms for games.

★ Ground has been broken for the new science building on the Manhattan campus of Manhattan College. Another building for the school of engineering has been planned on the Riverdale campus. A \$2,500,000 building fund drive is in progress to pay for the new buildings. The science structure, first to be built, will accommodate approximately 800 students. It will be five stories high and will be of Georgian Colonial architecture to blend with the seven other buildings on the Manhattan campus.

★ The archdiocese of New York has announced a second \$25,000,000 building program to start depending on the availability of materials. Six new schools, with auditoriums to serve as parish churches will be started soon. For these the budget is \$3,150,000. Ten added parochial schools and a dormitory for a girls college will cost another \$8,150,000.

Ohio

★ The new high school to be erected in Mt. Washington, Cincinnati, will be named in honor of the late Archbishop John T. McNicholas. The high school, to be developed from the present St. Joseph's academy will serve parishes in the extreme eastern section of the Cincinnati area. To accommodate increased enrollment a new building will be begun this year on academy property. The first unit of the new building will contain four classrooms and a large auditorium-gymnasium.

★ King's College, Wilkes-Barre, has purchased another piece of property to add to its growing campus.



All backstops and miscellaneous gymnasium apparatus in use at Tennessee Wesleyan College, Athens, Tennessee, are Porter-made. Porter equipment is found in many modern gymnasiums in the Mid-South.

Main court at Tennessee Wesleyan gym has 226B Ceiling Suspended and Braced Backstops with Plate Glass Banks. Practice courts have four 212B Wall Braced Backstops; two equipped with 237B Steel Fan-Shaped Banks, and two with 208B Rectangular Plywood Banks.



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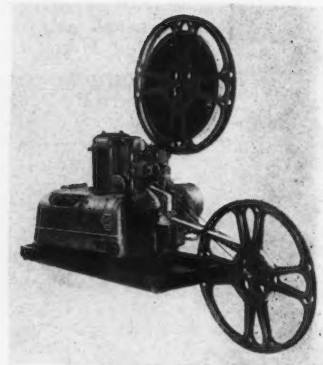


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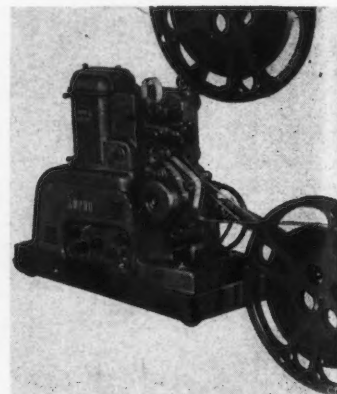
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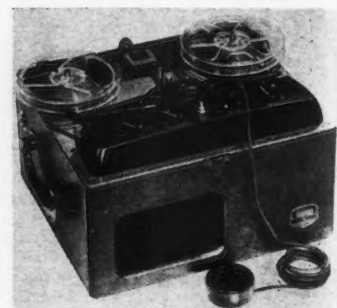


Ampro Premier-30

projection. The complete unit weighs 20 lb. . . . the lift-off case with the speaker in it weighs 9 lb. It has a fast automatic rewind and a new slide-out gate for easy cleaning.



*The Ampro Stylist 16 mm.
1 Case Sound Projector.*



Ampro Model 731 Tape Recorder

NEW SUPPLIES AND EQUIPMENT

AMPRO

Premier-30

The new Premier-30 made by Ampro contains many improvements over previous 16 mm. projector designs. It throws 30 per cent more light on the screen giving a sharper image, while no special high price lamps are necessary, only a 750 watt lamp. A triple claw movement makes it possible to use films even if two consecutive sprocket holes are broken. The new design puts the flywheel on the left side of the projector, out

of the way, and allowing 6-second threading. Precision-cut gears almost eliminate "gear chatter." The sound system features Dyna-Tone sound which combines an improved speaker with a new wide range amplifier, a balanced sound head, and an extra heavy flywheel to stop "fluttering."

Stylist

The Ampro Stylist is a portable 16mm. sound projector which can be converted for silent

Tape Recorder

The Model 731 is Ampro's new tape recorder. Its slow-speed double track recording allows the user to record twice as much as previous models. The tape can be used over and over. The machine uses both plastic and paper tape, and is 8 by 11 by 12 inches. Model 731 is equipped with a 5 by 7 in. speaker, an instant stop switch, an external speaker outlet, and is controlled so that no accidental erasing can occur.

For more information about this equipment write to Ampro Corp., 2835 N. Western Ave., Chicago 18, Ill.

(Continued on page 40A)



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CUSTOM FOOTBALL

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VARSITY LEAGUE GAMES!

Many league adoptions is the result of this game play in 1950 season, because players and coaches agreed on the following points of superiority of the Voit XF9 over conventional leather balls.

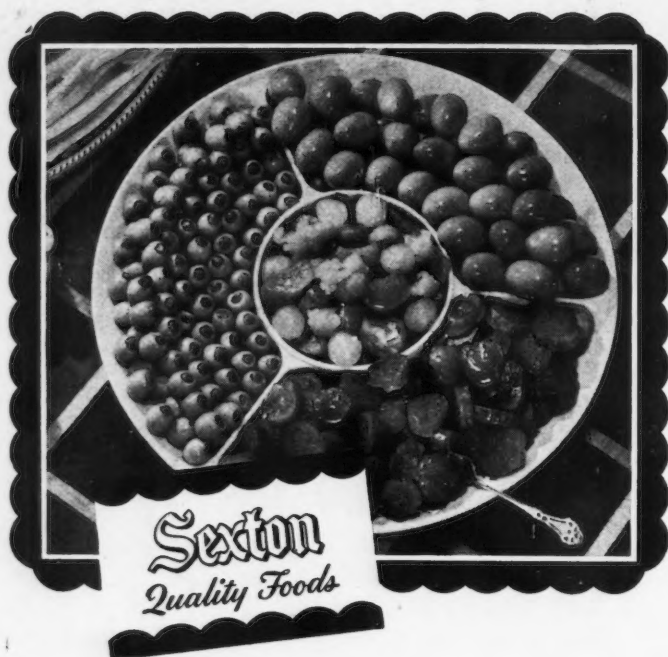
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| DRY FIELD...XF9 | Better passing and handling. Kicks same as leather. |
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| WET OR DRY...XF9 | Never varies from original perfect weight, size, shape, performance. |

* This is an entirely new ball, and should not be confused with any other football built now or in the past.

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JOHN SEXTON & CO., CHICAGO, 1951

New Supplies

(Continued from page 38A)

VICTOR

Sovereign

The Victor Sovereign is a matched two-case combination ideal for use in schools. The projector weighs about 40 lb. and speaker about 23 lb. including accessories. A safety film strip assures protection against film damage and program interruption. The projector stops in case of film emergency, thus avoiding damage. All parts requiring cleaning or replacement are accessible and keyed into position to prevent errors. The cases are constructed of aluminum with a two-tone sage-green finish. Accessories include a 1600-ft. reel, an oiling kit, and a 2-amp. fuse. The set is guaranteed against defective materials for life and workmanship for one year.

Escort

The Victor Escort is a 16mm. sound projector with a 6-in. front-mounted speaker for conference needs, a 9-in. top-mounted speaker with a 50-ft. lead for groups of several hundred, and a 12-in. separately cased speaker with a 75-ft. lead for moderate auditorium groups. The speaker lead with nonbreakable plugs is mounted on a rack inside the speaker case.

Lite-Weight, Senior

The Victor Lite-Weight, Sr., projector weighs only 29 lb., and the speaker weighs 23 lb. It is a new low-cost projector that will serve in the classroom or lecture hall equally well. It has the same range of speaker as the Escort, but weighs several pounds less.

For information write to Victor Animatograph Corp., Davenport, Iowa.



Victor "Sovereign" 16mm. Sound Motion Picture Projector.



Victor Lite-Weight Sr. 16mm. Sound Motion Picture Projector.



Victor "Escort" 16 mm. Sound Motion Picture Projector.

Moore Catalog

The E. R. Moore Company is offering its new catalog free to schools, physical education directors, and others interested in gymnasium apparel. The brochure includes a sheet with samples of the materials and colors available.

To obtain a copy write to E. R. Moore Co., 932 Dakin St., Chicago 13, Ill.

New Catholic Messengers

Plans for the publication of three new weekly classroom magazines for primary pupils in parochial schools have been announced by

(Continued on page 43A)



RAISE THE FLAGS—for 10 years of enrichment!

Yes, it was ten years ago this May that U.S. bakers and millers voluntarily started enriching white bread and flour—thus contributing immeasurably to the nation's well being. An eminent nutrition authority says:

"Enrichment of bread has meant not merely enriching the bread, but enriching the lives of many of our fellow citizens—enrichment of life measured in a greater zest for living and improved resistance to disease."

As part of a school-wide emphasis on nutrition, the children in the picture above have constructed a cardboard model of a slice of bread... and have made flags representing various nutritive elements found in this common food. Thiamine, riboflavin, niacin and iron—the enrichment ingredients added to flour by millers and bakers—become more than just "big words" as the class learns what these, along with the other nutritive elements in bread, contribute to their over-all daily diets. And another big step forward in the study of foods is made as the children learn that "enriched" on a loaf of bread, a sack of flour, a package of rolls means *more* essential vitamins and minerals!

If you'd like help in starting or expanding a nutrition project, suggestions for dramatizing any phase of nutrition work, write to: Education Section, Dept. of Public Services, General Mills, Minneapolis 1, Minn.

VITAL STATISTICS ON FLOUR ENRICHMENT



Before the enrichment program was started ten years ago, virtually none of the nation's white bread and flour output was enriched. Today about 87% of family flour and 80% of commercial bakers' bread and rolls have extra vitamins and minerals added. To date, 26 states with 56% of the total population have laws requiring enrichment.

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FACILITIES NEXT FALL —



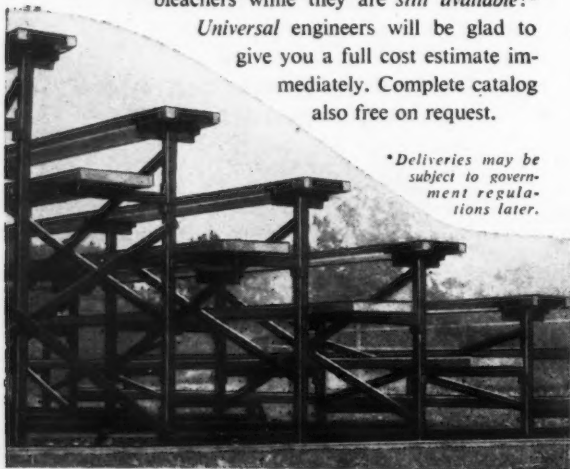
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New Supplies

(Continued from page 40A)

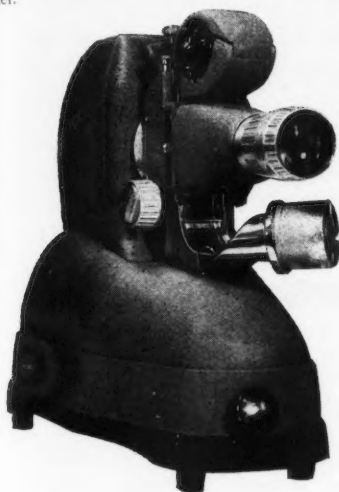
George A. Pflaum, Publisher, Inc. Beginning with the September 14, 1951 issue, *Our Little Messenger* will be published in three separate and different school editions, one each for first, second, and third grades. Each graded edition will be specifically designed to meet the educational needs of the children in the grade it serves.

For further information write to Geo. A. Pflaum, Publisher, Inc., 38 West Fifth St., Dayton 2, Ohio.

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The Instructor 1000 is a 1000-watt, blower-cooled film strip and slide projector. It features semiautomatic vertical slide changer and rewind take-up. It is designed for use in school and church auditoriums or for industrial training in fully lighted rooms. The Instructor 1000 can accommodate 300-, 500-, and 750-watt bulbs also, and may be obtained in an a.c. or an a.c.-d.c. model.

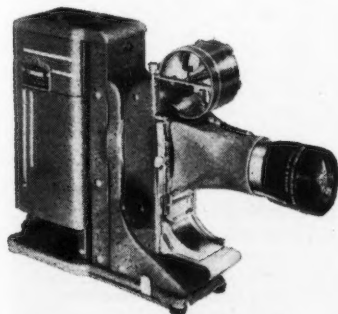


SVE "Instructor" Model 1000.

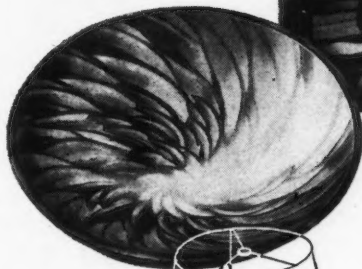
The Instructor 750, a 750-watt blower-cooled by fan model also has the semiautomatic vertical slide changer and rewind take-up. It is recommended for use in semilighted rooms. Adaptable for 300- and 500-watt bulbs. It comes in the a.c. model only.

The Instructor 500, a 500-watt model, has a horizontal slide carrier, and comes in the a.c. model only.

The Instructor 300 features improved convection cooling. It has a horizontal slide carrier and is ideal for small and medium groups in the classroom, church, or at home. It is an a.c.-d.c. model.



SVE Tri-Purpose Projector AAA-2.



Everybody loves to make something out of nothing



SHAW FINGER-PAINT

is the ideal transformer

Old cereal cartons, lampshades, wastepaper baskets, albums and wooden mixing bowls become worthy of gift-giving when decorated with Shaw Finger-Paint. Give unfinished wood a thin coat of shellac before applying the paint which has been rubbed smooth on a table top. Finger-Painted papers stretch when paste is spread on the reverse side. Measure craft surface then cut Finger-Painted paper a bit smaller before pasting. For binding, paper should be larger than the surface of the craft. Shellacking provides a protective coat.

Have you tried TEMPOLA-CRAFT? Work out the design with Crayola Crayon, then fill in the background with Artista Tempera thinned or Water Colors.



BINNEY & SMITH CO.
New York 17, N. Y.

AAA-2

Model AAA-2 is one of the most popular tripurpose projectors built. It projects single and double frame film strips and 2 by 2-in. slides. The AAA-2 has a 5-in., f/3.5 lens and 3-in., 4-in., 7-in., and 10-in. lenses are available. It uses a 300-watt lamp and has a horizontal slide changer. The rotating head locks in horizontal and vertical positions.

Skyline

The SVE Skyline comes in four models.

The Skyline D (Deluxe) model uses a 300-watt lamp and has an f/2.5 coated lens. It is blower cooled, has a manuscript window, a semiautomatic slide changer, and coated optics.

The Skyline C has a f/3.5 coated lens, but in every other way is the same machine.

The Skyline B has a f/4.0 lens and a horizontal transverse slide carrier. The A model is the same

(Continued on page 44A)



SVE "Skyline" 2x2 Slide Projector.

Prayer Books for Vacation Schools

FIRST CONFESSION

PAX: A Preparation for the Sacrament of Penance for Children. by Sister M. Andrine Welters, O.S.B.

This little manual will enable children to approach Confession with confidence and understanding. Especially helpful is the examination of conscience, because it is within a child's experience. Gratefully used by teachers in preparing little ones for the Sacrament and by the children for their regular Confessions.

20 cents

FIRST COMMUNION

JESUS LOVES CHILDREN, Rev. Joseph B. Collins, S.S.

An introductory catechism containing *all* the material necessary in preparing the child for First Holy Communion. The learning process is made appealing by large, clear drawings and work sheets, and it follows the order of the new revised Baltimore Catechism.

50 cents

MASS — DAILY PRAYERS

I TALK WITH JESUS, Sister Mary Limana, O.P.

Contains the common prayers for children, arranged in sense lines and rhymes that are pleasant to say. Also it has two-color illustration of the Mass.

20 cents

PRAISE THE LORD, A Dominican Sister

Easy yet liturgical Mass prayers, 28 hymns, and brief instructions on Catholic practice make this an ideal guide to prayer for boys and girls.

35 cents

SIMPLE MASS PRAYERS, Dom Virgil Michel, O.S.B., and Two Dominican Sisters

Children 7 to 10 who find the Missal prayers too difficult follow the Mass readily with this illustrated book.

15 cents

THE GREATEST PRAYER: THE MASS

Simplicity is the keynote of this complete book of Mass prayers. Each part of the Mass is illustrated, and its meaning explained.

15 cents

WITH HEART AND LIPS, Aloysius Croft

Everyday prayers to form correct habits in young minds and hearts—essential devotions of the Church, prayers at Mass and during the day.

15 cents

Examination copies sent on 30 days' approval. Ask for discount rates on quantity orders.

THE BRUCE PUBLISHING COMPANY

605 Bruce Building

Milwaukee 1, Wisconsin

New Supplies

(Continued from page 43A)

as the B except that it is a 200-watt machine and convection cooled.

For more information write to the *Society for Visual Education, Inc.*, 1345 Diversey Parkway, Chicago 14, Ill.

BAUSCH & LOMB OPTICAL CO.

Model BDT

The Balopticon Slide Projector Model BDT for lantern slides has an adjustable tilting base which increases its usefulness and adaptability. It provides clear, well-defined screen images measuring from 4 to 10 ft. on the long side, at distances from 50 to 80 ft., depending on the focal length of the lens used. With a 500-watt lamp good projection of a 6-ft. image at a distance of 50 ft. is achieved under practically daylight condition.



Bausch & Lomb Balopticon Slide Projector. Model BDT.

Model LRM

Model LRM is designed for both opaque material and lantern slides. This model comes with either a 14-in. focus lens for opaque objects and



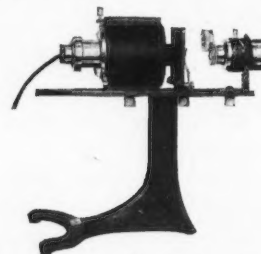
Bausch & Lomb Balopticon Slide Projector. Model LMR.

a 7-in. focus lens for lantern slides, or an 18-in. focus lens for opaque and 10-in. focus lens for transparent projection.

Micro-Projector

The Bausch & Lomb Triple-Purpose Micro-Projector illustrated has been especially designed for high schools. It is an instrument which serves three definite purposes: (1) projection of permanently mounted specimens, (2) making drawings of microscopic fields, and (3) projection of living specimens in liquids. The Triple-Purpose Micro-Projector can be used in three different

positions to accomplish these three types of projection.



Bausch & Lomb Triple-Purpose Micro-Projector.

For information write to *Bausch & Lomb Optical Co.*, Rochester 2, N. Y.

Household Finance Films

The Household Finance Corporation has released two new films, *Budgeting for Better Living*, and *Dressing Well is a Game*. *Budgeting for Better Living* dramatizes a typical family's success in developing a budget. *Dressing Well is a Game* shows how the family can make dressing well a game, and with wearable results.

For information write to *Household Finance Corporation*, 919 N. Michigan Ave., Chicago 11, Ill.

Heads Britannica, Inc.

Robert C. Preble, native Chicagoan and veteran of 30 years in reference-book publishing, has been elected president of *Encyclopedia Britannica, Inc.*, it has been announced by Senator William Benton, publisher and chairman of the board of the 183-year-old *Britannica* organization.

(Continued on page 46A)

Old, Worn Equipment Makes School Stages Death Traps

Years of hard usage have sapped the strength and safety from much of the school stage equipment now in use.

This is a particularly difficult situation for educators whose work includes guiding school stage activities. The only effective way to solve it is to replace outworn hazardous equipment with new.

Wise selection of such new equipment serves a triple purpose — it increases the safety of stage activities; it assures better, more dependable equipment performance; and it actually saves money right from the start.

You can get the best engineering advice on stage curtain controls and tracks at no charge and without obligation by sending your stage measurements and specifications to Vallen, Inc. This 35-year old firm is daily providing extra safety and saving many dollars by suggesting precisely the right curtain controls and tracks for both school and professional installations. Write VALLEN, INC., Akron 4, Ohio.

THE MODERN BLACKBOARD

Screen Scribe!

A unique, self-operated projector that throws the projected images over the speaker's shoulder permitting him to face his audience at all times... uses $3\frac{1}{4} \times 4$ film slides or coated acetate for dramatic visual presentations.

For
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Demonstrators,
Training Instructors

For use in Schools, Churches, Offices,
Clubs, Homes, Hospitals, Training
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Portable
Lightweight
(only 7 lbs.)
Easy to use



THE SPEAKER always FACES THE AUDIENCE

The price of Screen Scribe is \$61.00. For more complete details, illustrated folder and name of nearest dealer, write to Dept. 41

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5225 Wilshire Blvd., Los Angeles 36, Calif.

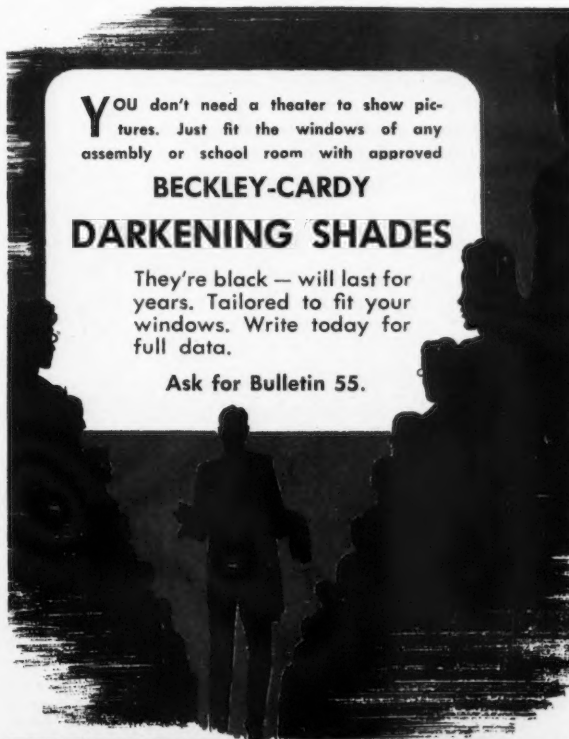
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AND PAINTING

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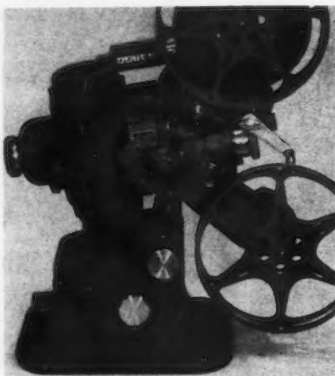
New Supplies

(Continued from page 44A)

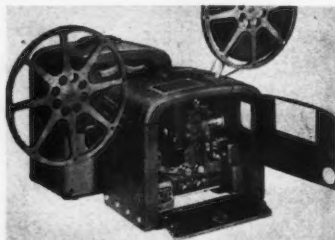
BELL & HOWELL COMPANY

Model 70-DL

Bell & Howell has announced its new 70-DL 16mm. motion picture camera featuring an exclusive new parallax-correcting viewfinder. Replacing the popular 70-DA and 70-DE models,



The Bell & Howell 173-ED Time and Motion Study Projector.



The Bell & Howell 185 Filmsound Projector.



The Bell & Howell 70-DL Motion Picture Camera.

the new 70-DL boasts the newest B&H optical development, a new viewfinder claimed by the company to represent a revolutionary step in finder brilliance, accuracy, and convenience. The new finder is adjustable to correct for parallax (that is, to match the viewfinder field exactly with the camera lens field) from 3 ft. to infinity, in 8 steps. Thus the problem of centering close-ups and titles is eliminated.

For more information write to Bell & Howell Company, 7100 McCormick Road, Chicago 45, Ill.

(Continued on page 48A)

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1 THE RIGHT POINT FOR THE WAY YOU WRITE

The world's largest selection of point styles lets you choose precisely the right point for the writing system you teach.

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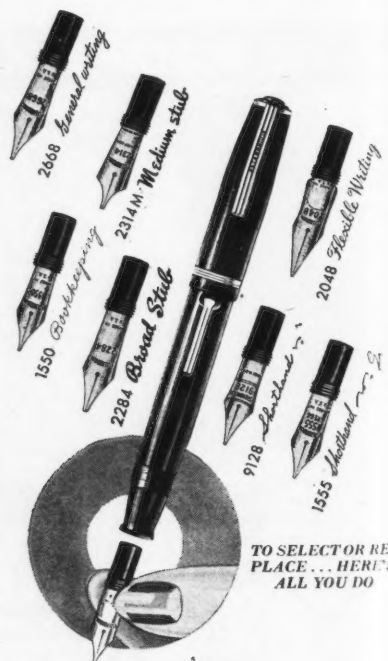
In case of accidental damage, points for Esterbrook Pens are instantly interchangeable and renewable. Just unscrew the old point and screw in a new one.

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A surprisingly low price makes Esterbrook the ideal and sensible pen for students.



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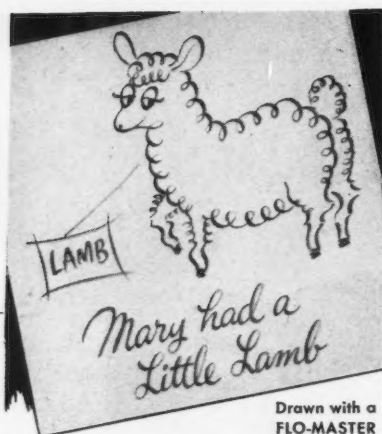
- DURABLE—strong steel frame, reinforced
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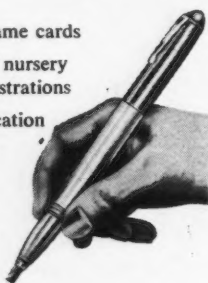
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—the fountain pen with
the felt nib

WRITES B-R-O-A-D OR FINE LINES

You will be delighted with the amazing, new Flo-master FOUNTNBRUSH. Lettering signs and drawing illustrations now becomes a simple operation. Broad lines or thin lines—heavy or light—with the flow of ink accurately controlled by the pressure of your finger. Assorted felt nibs for lines varying in thickness from 1/32 inch to one inch. Flo-master inks, in eight colors, are instant-drying, waterproof. Here are just a few things you can make with your Flo-master:

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- seasonal posters (Easter, Christmas, etc.)



The Flo-master is also ideal for use in art and vocational training for making sketches, maps, charts, etc.

Flo-master is available at stationers or school supply houses. Write for descriptive catalog to:

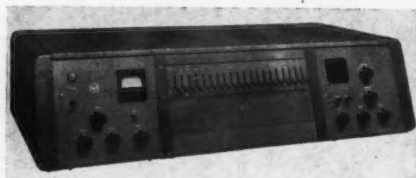
CUSHMAN & DENISON Mfg. Co.
Dept. CSJ
153 West 23rd St., New York 11, N. Y.

New Supplies

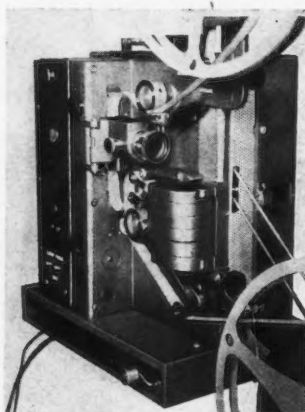
(Continued on page 48A)

RCA Equipment

A new dual-channel consolette for medium-sized sound systems has been announced by the Sound Products Section of the RCA Engineering Products Department. It is suited for a variety of instructive and recreational uses as well as communication and administrative control services for schools.



New RCA Dual-Channel Consolette. A complete medium size sound system for schools.



New RCA Portable "400" Junior Projector.

A redesigned model of the RCA "400" Junior 16mm. sound motion picture projector, which is smaller, easier to operate, and nearly 10 lb. lighter than the 1950 model, is featured in the 1951 line. In addition, an improved version of the RCA "400" Senior is now available.

For information write to RCA Victor, Camden, N. J.

Victor Records

RCA Victor has released two long playing (33 1/2 r.p.m.) records called "The Quick and the Dead." The first is the story of the atom bomb with the biography of the atom on the first side and the story of Hiroshima on the second. The second record is the story of the hydrogen bomb. The second side of this record concerns atom energy of the future.

The records feature the voices of Bob Hope, William L. Laurence, President Harry Truman, Franklin D. Roosevelt, Winston Churchill, Gen. Dwight D. Eisenhower, Gen. Leslie R. Groves, Admiral William S. Parsons, Capt. Robert Lewis, Helen Hayes as Lise Meitner, Paul Lukas as Dr. Albert Einstein, and Robert Trout.

For information write to Radio Corp. of America, RCA Victor Division, Indianapolis, Ind.

Korea and Other Countries

Teachers can obtain a complete unit of study on Korea from The Maryknoll Bookshelf, Mary-

(Continued on page 50A)

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*Better
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- ten separate sewings
 - reinforced back
 - first quality felt
- write for descriptive folder

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**GRUMBACHER LONG HANDLE EASEL BRUSH
SERIES 6851**

Good quality black bristle for all school art purposes. Flat, chiseled. 1/4" to 1 1/2" — 33¢ to \$1.38 each.

**GRUMBACHER WASH BRUSH
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Large size, for use by advanced students. Guaranteed point, set in rustproof ferrule. 35¢ each.

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SYMPHONIC WATER
COLOR SET 30-17**

16 brilliant colors in a metal box, arranged in a "symphonic" color-circle to aid in visualizing color theory. 2 brushes.



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STYLE 235 "BLOOMER GIRL"
Schools the country over have chosen this suit as their regular gym uniform. Excellent design, high quality materials, and fine workmanship will win your approval. A sample suit will be sent upon request.

Catalog No. 55 will show you the very latest in gym wear, modern dance costumes, and cheer leader uniforms. Send for it today and secure the best for your school.

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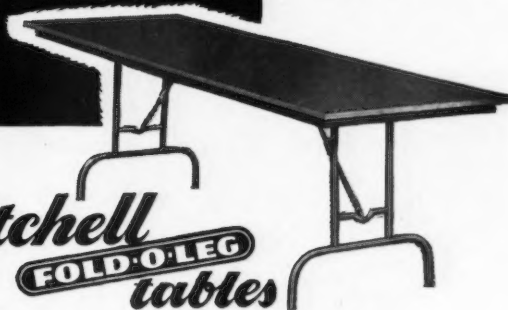
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New Supplies

(Continued from page 48A)

knoll, N. Y. It includes a study outline on the geography, culture, religion, and history of Korea; also maps and pictures, and a bibliography.

There are also available film strips, program material, and a story for school or parish use.

Dek-All Booklet

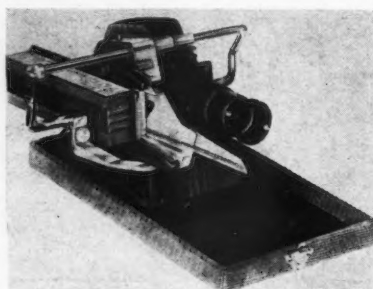
Under the title "Decorate With Dek-All," the American Crayon Company has assembled examples of the many diversified uses of Dek-All,



"Decorate With Dek-All" an illustrated booklet showing the results of using the versatile paint from the Am. Crayon Co.

the versatile color medium for the hand decoration of glass, china, pottery, and metals. The process is easy and a few minutes in a home oven will set the colors. The new 20-page booklet includes colored illustrations and interesting matchmates—the matching of hand-done designs on both ceramics and textile articles.

It is available from The American Crayon Co., Sandusky, Ohio.



New Gold E Index Automatic 2 by 2 Slide Carrier and Index Slide File.

Photoart Film Catalog

Photoart Visual Service of Milwaukee, Wis., has available a 16mm. sound motion picture catalog listing films under Education, Entertainment, Religion (Catholic films are listed separately), Free Films, and World News.

For information write to Photoart Visual Service, 840 N. Plankinton Ave., Milwaukee 3, Wis.

(Continued on page 52A)

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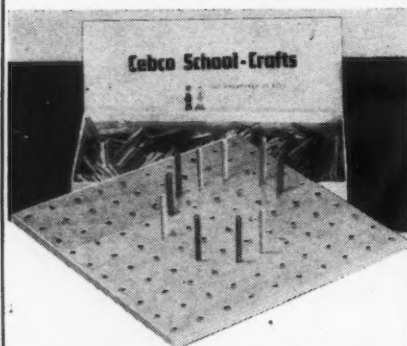
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- Stimulate interest
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- Develop perceptibility



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LOWER
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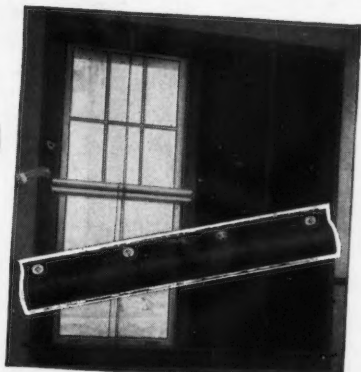
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Now it's possible to darken any classroom . . . *efficiently and economically!* One set of PAKFOLDS serves throughout the building. Quick and simple to install, remove and store — no ladders to climb or screws to remove! *Custom-built* to fit any window — large or small. PAKFOLDS serve best . . . cost far less!

Write today for free folder
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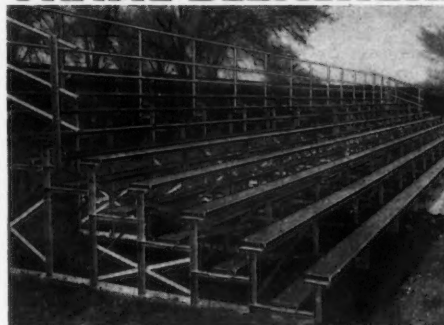
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Absolute safety is the first factor in the manufacture of Berlin Chapman ALLSTEEL Bleachers . . . design approved by Wisconsin State Industrial Commission. Economy is effected by simplified design and mass production techniques developed in one of the largest fabrication shops in Wisconsin, which makes them the least expensive permanent bleachers on the market. Complete flexibility for indoor and outdoor applications, and their ease of assembly and dis-assembly for changing seating requirements is an inexpensive solution for your year-round programs.

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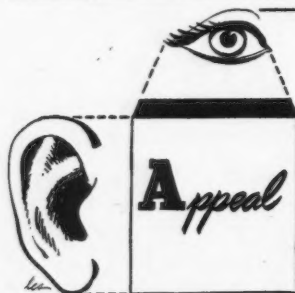
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(Concluded from page 50A)

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More so than usual, the exhibits gave delegates an opportunity to view what is available in meeting the needs of the Catholic schools in the United States. Besides the usual products of interest, represented also were exhibitors of classroom lighting, temperature control, unit heating and ventilating systems, school buses, audio visual equipment, and gymnastic equipment. Some of these were exhibited for the first time, tying in with the current expansion program of Catholic schools.

This year's meeting was additionally significant in that an association of exhibitors was formally set up. Organized primarily to better the services to the Catholic schools of the country by providing better exhibits at all Catholic educational meetings, a group of the exhibitors held a special meeting during the convention to organize the "Catholic Educational Exhibitors' Association." The officers and directors elected are:

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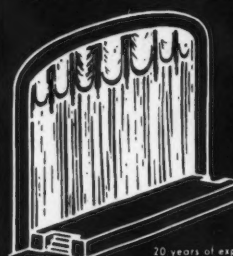
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Code No.	Page No.	Code No.	Page No.
50 All American Suppliers.....	12A & 13A	545 Hillyard Sales Companies.....	32A
51 Allyn and Bacon.....	4th cover	547 Keystone View Company.....	28A
52 American Crayon Company.....	46A	548 Lahmann Company, E. M.....	2A
53 American Optical Co.....	18A	549 Long's College Book Co.....	52A
54 American Seating Company.....	47A	550 Loyola University Press.....	6A
55 American Structural Products Company	31A	551 Maico Company, Inc., The.....	14A
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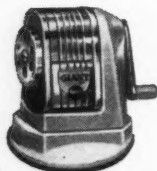
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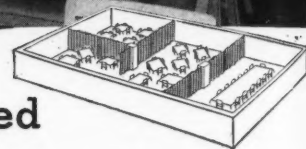
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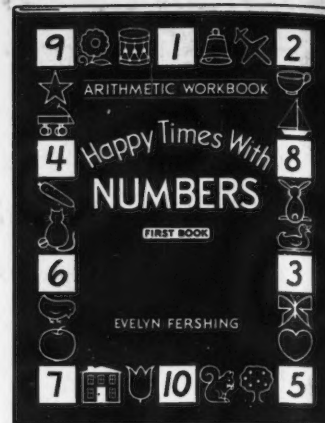
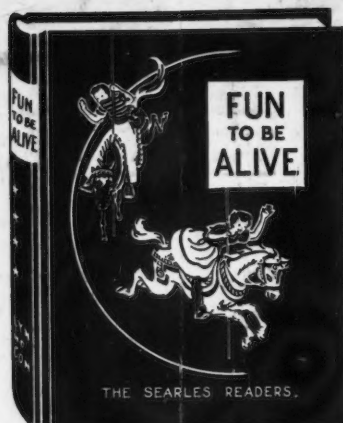
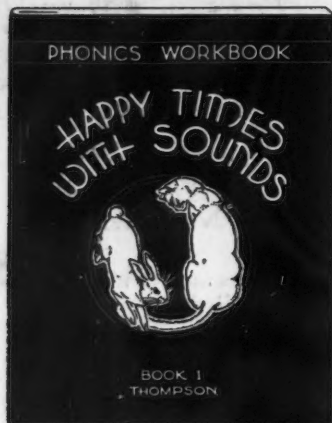
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